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ABSTRACT

This self-evaluation instrument helps evaluation participants focus on the basic elements that have been universally recognized by the Catholic Church and its educators as well as on those factors that are considered essential to any sound educational process. The first of six chapters, chapter I, describes the purpose of the instrument. Chapter II outlines general preparation for the evaluation. Chapter III, the bulk of the document, contains the actual evaluation forms. A three-step process (awareness, assessment, and analysis) for completing the instrument is designed to assure readiness of the school community, provide for the actual assessment of the school, and provide for analysis to guarantee movement toward a long-range improvement plan. Five areas emphasized in this instrument include: philosophy, the Catholic school as community, the Catholic school in the community, the teaching/learning program, and organizational services. Summary forms conclude chapter III. In chapter IV, guidelines for the coordinator/consultant are briefly presented, followed by guidelines for the visiting team in chapter V. These guidelines focus on preliminary duties of a visiting chairperson, the instruction and orientation of a visiting team, the written report, and follow-up duties. The final chapter, chapter VI, focuses on designing and implementing an improvement plan; it is followed by sample forms, a guide for ordering, and a glossary of terms. (LH)

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VERIFYING THE VISION:

A Self-Evaluation Instrument for the Catholic Elementary School

SP 016 052

VERIFYING THE VISION:

A Self-Evaluation Instrument for the Catholic Elementary School

by Carleen Reck, S.S.N.D.
and Judith Coreil, M.S.C.
NCEA Project Directors

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PREFACE

Every Catholic school is invited by Gospel and Church call to a special vision. This vision has to be constantly shaped and claimed so that the school can grow to its potential. To best measure this growth, the made-to-order NCEA evaluative instrument can be of special assistance.

Verifying the Vision helps evaluation participants focus upon the basic elements which have been universally recognized by the Church and her educators as well as those factors which are considered essential to any sound educational process. It is also designed to raise the awareness of the school community, to verify present progress toward the vision, and to help plan for improvement.

Our hope is that *Verifying the Vision* will help Catholic elementary educators and their school communities ask vital questions concerning the special vision of their school. Thus, they will strive toward a different kind of excellence—that which couples excellent education with religious values.

Sr. Carleen Reck, S.S.N.D. **Sr. Judith Coreil, M.S.C.**

Project Directors

National Catholic Educational Association

I. PURPOSE

School self-evaluation in general

Every school self-evaluation has certain basic purposes: this process is no different. Briefly its main purposes are these:

- to facilitate improvement
  - by clarifying the school's direction
  - by examining the total school
  - by studying the school in a systematic way
  - by motivating growth
  - by helping to plan future directions
- to provide a means of accountability
  - by measuring the desired outcomes
  - by verifying self-evaluation with external assessment
  - by supporting confidence in the school

In addition, it ordinarily has other positive effects:

- to foster community involvement
  - by offering the community an opportunity to know and "own" the school
  - by giving the staff an opportunity to learn the expectations and perceptions of the community
  - by facilitating a broad basis for the whole educational endeavor
- to build public relations

Anyone beginning a school self-evaluation should become well aware of these purposes and advantages. In many ways a self-evaluation is a long journey; without purpose and motivation, the travelers will tire more readily. The NCEA publication *School Evaluation for the Catholic Elementary School: An Overview* provides a substantial yet succinct presentation in Chapter I, "Why Regular School Evaluation?"

This self-evaluation instrument in particular

This specific instrument helps evaluation participants focus upon the basic elements which have been universally recognized by the Church and her educators as well as those factors which are considered essential to any sound educational process. While focusing on these universal qualities, the tool also provides for the use of additional criteria established by the school community as well as by arch/diocesan, state, and/or regional sources.

If Church and educational expectations are so basic that this tool can list specific criteria, why don't all schools look alike? or even want to look alike? Because each school's vision of its particular mission differs; each emphasizes the dimensions most appropriate for its time, space, and people. For that reason, this instrument begins with the vision or the philosophy of the school community. The self-study process verifies the extent to which the vision has become reality and directs future growth toward that ideal.

The five areas most emphasized in this instrument are apparent in the titles of the main sections:

Philosophy—an opportunity to expand and clarify the vision of the Catholic school community, then to reaffirm or revise its written beliefs about the school's direction.

The Catholic School as Community—an intensive focus on the persons who compose the school community—students, faculty and staff, parents, board members, clergy—with emphasis on the Faith Community dimension.

The Catholic School in the Community—a brief outline of the larger community in which the school exists and the interaction between the school and community.

The Teaching/Learning Program—a basic, but thorough treatment of the content, methodology, materials, integration of Gospel values, student needs and outcomes for each subject area as well as for the total teaching/learning program.

Organizational Services—consideration of all the resources which facilitate the school's operation:

personnel resources (faculty, principal, other administrators, other staff, students, parents, paraprofessionals, board members, clergy);

supporting resources (finances, long-range planning, public relations, facilities, scheduling, governmental programs).

Every self-study instrument provides for the actual *assessment* of the school. This tool strongly emphasizes two other steps: *awareness* to assure readiness of the school community and *analysis* to guarantee movement toward a long-range improvement plan. All three steps will be evident throughout *Verifying the Vision* from "General Preparation" to "Designing and Implementing an Improvement Plan."

II. GENERAL PREPARATION

Evaluation is basically very simple; if, however, all aspects are considered simultaneously, the process can be overwhelming. For that reason, this manual will consider one step at a time. Each step is treated in Chapter II, "What Are the Basic Steps?" in the NCEA publication, *School Evaluation for the Catholic Elementary School: An Overview*. Self-evaluation participants should first read that chapter, then consider the following application to this instrument.

Decide readiness for evaluation

Because this evaluation urges an overview of basic elements, it should occur when it can claim the main attention of the total school community—the administration, faculty, staff, students, board, parents, and clergy.

The principal and representatives of the school community, with appropriate arch/diocesan involvement, should engage in a discussion focusing on questions like these:

- When did we last systematically study our total school?
- Are we free to use self-evaluation as our over-arching focus during at least one coming year? (e.g., no other major programs required by the arch/diocese)
- Will the administration and staff be reasonably stable during one coming year?
- Can we arrange some additional inservice time to prepare for and complete the self-evaluation?
- Will we have available some outside agent (person or team) to verify our self-study report?
- Do we agree that the self-study will not be an end in itself, but rather a basis for future school improvement?

If these and other appropriate questions elicit an attitude of readiness, the group should proceed to the following steps. If not, they should design a plan to develop an attitude of receptivity.

Determine scope of evaluation

Generally the advantage of studying a total school (of enjoying a total perspective) merits the time, energy, and planning needed for such an undertaking. Moreover, the overlapping nature of many elements suggests that it can be simpler to evaluate all or nothing. An analogy to a person's medical examination suggests that an exam with predetermined limits may stop short of areas that most need attention.

The principal and representatives of the school community should consciously affirm the total scope of the self-evaluation or should carefully select the specific components of a narrower scope.

In the case of this instrument, the choices of components could be these:

- completing the "Philosophy" section and a limited number of the other selected sections (e.g., the sections on "The Catholic School as Community" and "The Teaching/Learning Program");
- completing all sections, but limiting the *specific* subject areas studied within "The Teaching/Learning Program."
- completing one general section and one specific subject area each year during a five-year cycle.

These examples are not recommendations, but possible alternatives, for example, in a small school with a faculty totaling three members. In general, a *school* self-study deserves a scope of the total school.

Identify persons to be involved

Coordinating Committee

Organization is essential to the overall evaluation process. The school leader, the principal—with suggestions from others—should form a Coordinating Committee, composed of administration and faculty members. The principal—always a member—may serve as chairperson or may appoint another to the position.

Ordinarily only professional educators form the Coordinating Committee; such a group shares a background in educational evaluation and a thorough knowledge of the day-to-day school operation. Moreover, their similar schedules can help them find opportunities to meet.

Ordinarily tasks of the Coordinating Committee include the following:

- identify other persons to be involved
- organize subcommittees
- begin arrangements for visiting team
- review and sort applicable criteria
- order needed copies of the instrument (see order form in back)
- plan and coordinate the preparation phase including study of the evaluation process and instrument
- prepare timeline
- plan communication
- coordinate survey of broader school community
- work with consultant/coordinator, if applicable
- coordinate subcommittee meetings and reports
- review, approve, and/or request revision of section reports
- complete Section F: Summary
- complete necessary arrangements for the visit
- plan for editing, typing, and printing of self-study report
- gather any needed supplementary materials for visiting team
- assist the visiting team or other verifying agent, as requested
- coordinate the design and implementation of the improvement plan.

The title "Coordinating Committee" does not confine leadership to this group; it indicates that the group's role is to harmonize a task common to all. Indeed, many others will share leadership roles during the evaluation process.

Subcommittees

Subcommittees share the responsibility by studying elements of the school and completing specific sections of the instrument. Most subcommittee members are composed of faculty and staff; in appropriate areas, a person from the broader community may be appointed. Ordinarily these subcommittees will be needed:

Philosophy
The Catholic School as Community
The Catholic School in the Community
The Teaching/Learning Program—Total
The Teaching/Learning Program—Religious Education
The Teaching/Learning Program—Each subject area (or group of subject areas)
Organizational Services

The composition of each subcommittee should

- represent the area as broadly as possible
- include members with a variety of positions and experience.

In the case of "Teaching/Learning," the subject area subgroups should include teachers from primary, intermediate, and junior high levels. The group that combines the subject area findings into the "Total Teaching/Learning Program" should include representatives (perhaps subcommittee chairpersons) from the major subject areas.

The size of the school and number of available subcommittee members will suggest the size of each subcommittee and the number of subcommittees which can function concurrently.

Others from the School Community

The Coordinating Committee should plan appropriate ways to involve in the self-study students, parents, board members, clergy, and all faculty as well as other school personnel in the self-study. Each group should be considered seriously as contributors to the substance of the study as well as providers of needed auxiliary services. The challenge is to determine appropriate ways for participation of others; some ideas follow:

- subcommittee members (e.g., for "The Catholic School in the Community")
- resource persons to one or more subcommittees
- respondents to surveys or questionnaires

- technical assistants to compile pictorial summaries or audio-visual presentations
- editors and typists to simplify the preparation of draft, revision, and final report

No group yet—when seriously trying to involve the broader school community—has failed to identify enough work. Care should be taken that tasks are meaningful ones, clearly related to the basic goal of the evaluation.

Visiting Team

Early in the planning process, the Coordinating Committee should at least begin arrangements for a visiting team or for other agent(s) to verify the self-study report.

Ordinarily a team is used to provide multiple viewpoints; a single visitor could suffice, however, if the person has extensive educational experience with Catholic elementary education and with the evaluative process. If the evaluation is conducted in cooperation with another agency (such as a diocese or regional accrediting group), the selection and arrangements will be done jointly.

Careful selection of the team members and chairperson is, of course, essential. Many groups can be surveyed for possible members:

- principals and teachers from other Catholic schools, preferably those who have already experienced an evaluation process
- local and neighboring arch/diocesan education staff members
- educational personnel from local colleges/universities
- faculty of Catholic high schools, especially those who receive some of the school's graduates
- local public and private school staff members
- religious community educational personnel

The team should be as balanced as possible, with some diversity (e.g., age, education, experience, sex, race, present position). Although members will be selected from specific settings, they must be persons with broad views, willing and able to base their observations—not on their own educational views—but on the philosophy and goals stated by the school.

Review applicable criteria

This instrument has reviewed general Church documents and educational norms, summarizing them into succinct statements. These can be used as criteria or standards upon which a judgment can be based. The fact that today's Church and educational calls appear in about one hundred criteria may at first be overwhelming; when the many aspects of a school's life are recalled, however, the number may be considered a minimum.

To prepare for its own evaluation, a school should review the sources of its particular criteria, for example:

- current statements about the school's major programs and their expected outcomes
- arch/diocesan handbooks
- any obligatory local, regional, state standards

Although this review may be time consuming, the task is one which will raise awareness that should exist whether or not an evaluation were scheduled.

Any applicable criteria should be sorted and assigned to appropriate subcommittees so that the self-study can consider applicable criteria from all sources.

Study the evaluation process and the instrument

The Coordinating Committee should plan some faculty inservice opportunity whereby members can understand the purposes of the self-evaluation process, the overall procedures, the benefits, the positive professional experience, and the potential for growth. The whole staff—if not experienced with the process—may benefit from reading the NCEA publication, *School Evaluation for the Catholic Elementary School: An Overview.*

The Coordinating Committee members themselves should first study *Verifying the Vision*, then provide opportunities for other participants to do so. This instrument—as any other—can be useful to the extent that it is known and understood as a total process by its users. Preliminary time spent in carefully reading this manual and in studying the total instrument will eventually save at least as many hours that may otherwise be wasted in directionless sessions.

Ultimately the users should master the process and the instrument; that is, understand them well enough so they can adapt the details as needed for their school.

Prepare timeline for the evaluation process

Each school must consider its own resources and needs when scheduling the evaluation process. Obviously time is required to complete the actual self-study forms; just as evident to many is the fact that future years will be needed to plan and implement improvements. The aspect most frequently neglected, however, is the preparation period—the time that allows for increased awareness and preliminary discussion. Ideally, a period of about a semester would be allocated to preparation activities.

Following are three suggested timelines. The first demonstrates that one year is a workable span for the completion of a school self-evaluation:

Timeline A

August/September
- *—Determine scope of evaluation*
- *—Form Coordinating Committee*
- *—Identify other persons to be involved*
- *—Form subcommittees*
- *—Begin arrangements for visiting team*
- *—Review applicable criteria*
- *—Study the evaluation process and instrument*
- *—Prepare timeline for the evaluation process*

September —*Coordinate survey of broader school community*
—*"Philosophy" subcommittee prepares draft*

October/November —*"Philosophy" section revised as needed*
—*Following drafts prepared by subcommittees:*
"The Catholic School as Community"
"The Catholic School in the Community"
Specific subject areas of "The Teaching/Learning Program"

December —*Above sections revised as needed*
—*Following drafts prepared by subcommittees:*
"Total" section of "The Teaching/Learning Program"
"Organizational Services"

January —*Above sections revised as needed*
—*Coordinating Committee drafts "Summary"*

February —*Coordinating Committee requests any additional revisions*
—*Editing, typing of sections*

March —*Prepare final self-study report*
—*Gather any supplementary materials needed by the visiting team*

April/May —*Visiting team verifies the self-study report*

This second plan begins earlier to allow more preparation time:

Timeline B

January —*Determine scope of evaluation*
—*Form Coordinating Committee*
—*Prepare timeline for the evaluation process*

February —*Coordinating Committee presents general introduction to self-study process and instrument*
—*Identify other persons to be involved*
—*Form subcommittees*
—*Review applicable criteria*

March/April/May —*Subcommittees plan and conduct awareness activities*

September —*Begin arrangements for visiting team*

(Same as in **Timeline A** from September to May.)

Each of the above suggested timelines places the visit immediately following the completion of the self-study report—keeping the study and the visit within the same academic year. In this way the school need not append to the study a list of changes that may have occurred during the summer in personnel, curriculum, materials, etc. Moreover, members of the visiting team can be certain the information is current.

Timeline C

A third plan—a five-year cycle—may be an alternative for very small schools who are unable to evaluate the entire school in one year. Obviously this plan could pose some difficulties because of teacher turnover and other changes that occur within the five-year cycle.

A suggested cycle follows:

1st year	*Philosophy plus religious education*
2nd year	*Catholic School as Community plus language arts/ reading*
3rd year	*Catholic School in the Community plus math and science*
4th year	*Organizational Services plus social studies and arts*
5th year	*Summary plus visiting team*
6th year	*Philosophy plus religious education*

The Coordinating Committee—when dealing with the timeline as well as the instrument—must remember the importance of adapting to the local situation.

Plan communication

Each school and its community has its own networks. The task of the Coordinating Committee is to identify and utilize them so that all are involved in the right type and amount of communication. With appropriate representatives, they should plan communication with groups such as these to the extent applicable:

- subcommittee members
- students
- home-school, board, parish council
- parishioners and/or area residents
- local and/or state education officials
- arch/diocesan office personnel
- religious community education personnel

Planned processes need not be complex and actual communications need not be long; they must, however, be planned to assure that they happen.

Coordinate survey of the broader school community

Before completing their assessment, those evaluating the school must consider the perceptions of the broader school community. Following are two survey forms that could be adapted to measure these perceptions. The Coordinating Committee could distribute such a survey (to specific groups or to a percentage selected at random) and summarize the responses for the total faculty. Each subcommittee would then utilize responses related to their section.

Surveys need not be written; perceptions may be assessed by telephoning alumni, by talking with parents awaiting their children in the parking lot, by interviewing the pastor, by chatting with students in hallways, etc. The methods are limited only by the imagination and the circumstances of the local situation.

Alternate to "Comparative Survey"

SURVEY OF SCHOOL CLIMATE AND EFFECTIVENESS

The series of statements below could be used in the development of a questionnaire regarding the effectiveness of the school program and the climate of the school. *The list below is not intended as the instrument.* The statements are merely suggested items that could be used in a questionnaire. The self-study Coordinating Committee would look through this list and select those items it feels will best elicit the information it is seeking. The group could select and phrase statements to construct varied surveys for use with parents, faculty, clergy, alumni, parishioners, and/or older students. They will probably wish to create some new items.

Probably no more than 20 to 25 statements should be included in any single survey. The category titles (e.g., "School Philosophy") listed below need not be printed on the questionnaire. If the same survey should be used with varied groups, some color or code should indicate the respondent's group. Requests for other information desired (e.g., family/home factors included in Form B 7) may be appended.

Results for each responding group may be summarized on one sheet and appended to the self-study report. If preferred, items may be divided and reported according to the self-study sections.

The following paragraphs offer a sample of a letter to accompany the questionnaire:

Dear _____ (Parents, Alumni, etc.),

Our school is undertaking an investigation of all aspects of its educational program. The purpose of this study is to better enable the school to understand its current program and to help develop plans to more effectively prepare children for the future. Schools regularly engage in this type of study and planning.

We seek your help in this study. We wish to learn your impressions about the school. Please take about ten minutes and respond to the following statements. Return the questionnaire in the attached envelope by _____. A space is provided for you to add any appropriate comments. All of us involved in this study thank you for your help.

DIRECTIONS: Read each statement and circle the code that best describes your response.

If you **strongly agree**	circle **SA**
If you **agree**	circle **A**
If you **disagree**	circle **D**
If you **strongly disagree**	circle **SD**
If you are **not able to answer**	circle **NA**

When typing the selected/revised statements, place the following key in the margin by each item:

SA A D SD NA

Sample statements for selection and revision:

School Philosophy

1. The philosophy of the school is known by all in the school community.
2. The philosophy of the school is regularly explained to those involved in the school.
3. The philosophy of the school addresses Christian values.
4. The lived philosophy embraces the total child.
5. The philosophy of the school is regularly reexamined.
6. The philosophy of the school makes this school truly different from other schools.

School Climate

7. The principal has a good rapport with those involved with the school.
8. The faculty exhibits professional behavior toward the students.
9. The faculty exhibits an attitude of trust in dealing with students.
10. Faculty members respect cultural and other differences of students.
11. Faculty members speak to parents in a polite and professional manner.
12. Faculty members handle conflict with due concern for all involved.
13. The order in the school allows learning to take place.
14. Attitudes and skills for community building (caring, communicating, confronting) are developed.
15. Students have respect for school property.
16. Students respect the rights of one another.
17. The students exhibit good sportsmanship.
18. Students enjoy going to school here.
19. Students, teachers, staff, and parents experience a sense of belonging to the school community.
20. Parents feel welcomed in the school.

21. The school community has a good working relationship with the rest of the parish.

Christian Formation Programs

22. This school effectively teaches religion and religious values.
23. The religious formation program affords the opportunity for the sacramental preparation of the students.
24. The religious formation program prepares the students for an adult Christian life.
25. The school provides sufficient opportunities for the students to assist at Mass and receive the sacrament of reconciliation.
26. Opportunities are provided throughout the day for the students to pray.
27. The faculty and school staff model Catholic teachings.
28. Teachers exhibit a concern for the religious growth of the students.
29. The local priests are involved in the school's religious education program and in other appropriate ways.

Academic Programs

30. The school offers a quality instructional program.
31. The school curriculum reflects what is important in education.
32. The school has effective educational leadership.
33. The teachers make a conscious effort to update their teaching skills.
34. Classes seem to be interesting.
35. Teachers offer a variety of learning activities.
36. The faculty tries to meet the individual learning needs of students.
37. The school uses appropriate technology in its program.
38. The school provides for children with special needs.
39. Materials and equipment are adequate in quantity and quality.
40. Christian values are presented in all subjects.
41. Students are taught critical thinking skills.
42. Students regularly do meaningful homework assignments.

Service Programs

43. Students give service in the parish(es).
44. Students are involved in service programs within the community.
45. Students give witness to values (e.g., justice, mercy, peace, respect for life) in their everyday actions.

Physical Plant

46. The school building is adequate for the instructional program.
47. The school building is clean.
48. The school building is in good repair.
49. The school building has no safety hazards.
50. The school grounds are kept in good order.
51. There is adequate playground space.
52. The playground is conducive to safe recreation.
53. Classrooms are neatly arranged and are conducive to learning.

School Board or Board of Education

54. The board is representative of the school community.
55. The members of the board are familiar with the school's philosophy and goals.
56. The board takes an active role in the formation of policy after consulting with those involved; e.g., principal, teachers, parents, pastor.
57. The board recognizes the place of the school within the parish(es).
58. The board helps to develop sound financial plans for the school.

Home-School Communications

59. Parents' ideas and opinions are welcome.
60. School policies are clearly communicated to the public.
61. Parents have sufficient information about the school's teaching/learning program and related activities.
62. Parents receive sufficient information about the academic progress of their children.
63. The school publishes and follows its calendar.
64. The school suggests ways parents can help their children.
65. The school works with parents to help their children grow spiritually and academically.

Parents' Organization

66. The parents' organization is an active organization.
67. The parents' organization works with the principal to provide appropriate, meaningful programs.
68. The parents' organization works with the principal (and board, if applicable) to provide financial assistance to the school.

69. Parents and parishioners volunteer to assist in school activities.
70. Volunteers render effective service in the school.

Public Relations

71. The school is well known in the community.
72. An organized plan for building good public relations is in operation and involves principal, board, parents, staff, clergy.
73. The school cooperates with civic agencies.
74. There is interaction with and sharing of resources between the school and the community.
75. The school has a positive impact on the community.

Comments:

Alternate to "Survey of School Climate and Effectiveness"

COMPARATIVE SURVEY

Valuable insights may result from asking the views of parents, clergy, alumni, students, parishioners, etc. regarding specific criteria from the instrument. Their views can be compared and incorporated with the views of the self-study subcommittees.

Items appropriate for each group can be selected from the assessment sections of the instrument and used to form survey tools. The following chart suggests items from the self-study instrument appropriate for four possible groups of respondents.

		PARENTS	STUDENTS	CLERGY	BOARD
Section A	#1			*	*
	2			*	*
	3			*	*
	7	*	*		
	8				*
Section B	#1			*	
	2			*	
	5	*	*		
	7	*	*	*	
	8		*	*	
	9	*	*	*	
	12	*	*		
	13	*	*		
	14			*	
	15	*		*	*
	16	*	*	*	

Section B Cont.	PARENTS	STUDENTS	CLERGY	BOARD
17	•	•	•	
18	•	•	•	
19	•	•	•	
20			•	•
21	•	•		
23	•			
24			•	
25	•	•		
Section C				
#1	•	•	•	
2			•	
3			•	•
4	•	•	•	
8	•		•	
9			•	•
10		•		
Section D Total				
#3		•		
Section D Religious Education				
#1			•	
2			•	
4			•	
5			•	
6		•		
7			•	
9			•	
16	•			

Section E	PARENTS	STUDENTS	CLERGY	BOARD
#2			*	
4			*	
8			*	
9			*	
10			*	
13	*			*
14	*			
15	*			
16	*			
17	*			
18	*			
19	*			
20	*			
27			*	*
29			*	*
31			*	*
32				*
33				*
34				*
35				*
36				*
37	*			*
38				*
39				*
40				*
43			*	

III. COMPLETION OF THE SELF-STUDY INSTRUMENT

Each of the five major sections uses a three-step process to complete the forms:

Part 1. Awareness

Essential for building a common background and basic understanding among the evaluators, the awareness step focuses on available facts, materials, and ideas. Activities motivate and prepare the evaluators so they can openly and perceptively proceed with assessment. As a minimum, the subcommittee should brainstorm, then determine the information that would be most helpful and the best sources for obtaining it.

The subcommittee chairperson, in conference with the Coordinating Committee, plans any awareness activities which would be helpful for the total faculty/staff and/or the subcommittee.

Written summaries help to clarify the status; sometimes summary statements or documents are requested. Within each awareness section, the subcommittee is asked to record which readiness activities were used.

Part 2. Assessment

The subcommittee assesses each of the criteria including any added locally—using available means of measuring uncertain areas; e.g., small group discussion with others, questionnaires, observation.

The assessment scale of 1 (low) through 5 (high) is intended to visually present how the school views its attainment of each criterion. Any marking system may be agreed upon for the school study, for example:

- an "x" over a specific number
- a check mark anywhere on the line
- an "average" reached by those involved, such as 2.5. (Ratings of some criteria by parental or other surveys—although reflected in the assessment—may also be reported near the criteria.)

In general, the assessment step should present an accurate picture of the school's present attainment; the instrument should be used and supplemented in any manner that best achieves that purpose:

- clarifications and/or explanations may be added, whenever desired, after subgroups of criteria;
- subcommittees may mark code letters (e.g., "F" for faculty, "S" for students) to indicate that their assessment varies for two groups named in a statement;

- generally the subcommittees should try to mark one assessment reflecting *overall* school attainment; if, however, the attainment varies considerably among levels (e.g., primary, intermediate, junior high), the subcommittees should so indicate by using a code or adding a comment;
- if a question and/or criterion does not apply to the situation, write "N.A." as the response; "N.A.," however, should not be used to avoid a negative answer.
- marginal notes may be added whenever helpful.

"Samples" of completed pages follow. Some of the terms (as used in this instrument) are defined in the glossary at the back of the manual.

Part 3. Analysis

After studying all of their preliminary assessments, the subcommittee discusses and composes a draft response to the three items: the strengths or highest attainments, the deficiencies or lowest attainments, the areas that need immediate attention or long-range planning. Ordinarily "immediate" indicates one year or less; "long-range" means two or more years.

A draft of the total section—including responses generated during Awareness, Assessment, Analysis—is submitted for the critique of the faculty and staff as well as any other knowledgeable parties. The critique may use the form of individual routed copies, a hearing, small group discussions, etc. The Coordinating Committee is consulted whenever meetings are desired to facilitate scheduling without overburdening unnecessarily.

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Sample Page

A Philosophy

Part 2. Assessment

Essential Criteria

—Level of Present—
—Attainment—

APPROPRIATENESS

1. The philosophy reflects the four-fold dimension of Catholic education:

   Message — 4.5
   1 (low) 2 3 4 (high) 5

   Service — 4.0
   1 (low) 2 3 4 (high) 5

   Community — 4.8
   1 (low) 2 3 4 (high) 5

   Worship — 3.0
   1 (low) 2 3 4 (high) 5

2. The philosophy of the Catholic school reflects the importance of integrating the Catholic faith with the educational process. — 4.5
   1 (low) 2 3 4 (high) 5

DEVELOPMENT

3. The philosophy of the school was developed and accepted by representatives of (each group) within the school community. — 2.0 (only by faculty)
   1 (low) 2 3 4 (high) 5

4. The philosophy is stated clearly and concisely. — 4.5
   1 (low) 2 3 4 (high) 5

5. Goals and objectives of the school are consistent with the school philosophy. — 4.0
   1 (low) 2 3 4 (high) 5

UNDERSTANDING

6. The faculty and staff understand the philosophy of the school. — 4.6
   1 (low) 2 3 4 (high) 5

7. The students and their parents understand the philosophy of the school. * 3.8 Students are not familiar with the actual philosophy document. — 4.0
   1 (low) 2 3 4 (high) 5

DISSEMINATION AND REVIEW

8. The philosophy is disseminated to all within the school community. — 3.0
   * Results of random sample of parents, board, clergy, students
   1 (low) 2 3 4 (high) 5

Sample Page

D Teaching/Learning—Specific Subject Area

Part 2. Assessment

Essential Criteria

—Level of Present—
—Attainment—

CONTENT

1. The content of this subject area is relevant, appropriate, and prepares students to live in the present and future world.

1 (low) 2 X 3 4 (high) 5

2. This curriculum includes an appropriate balance of knowledge, skills, attitudes, and values.

1 (low) 2 3 X 4 (high) 5

3. Some sound, systematic plan (cf. Part 1, B2) serves as a basis for a sequential curriculum.

1 (low) 2 X 3 4 (high) 5

MATERIALS

4. Resources (books, audio-visuals, other materials and equipment) are adequate in quantity and quality for this subject area.

X Primary 1 (low) 2 3 X Jr. High 4 (high) 5

5. A variety of materials/media is used to help students meet the learning objectives.

1 (low) 2 3 X 4 (high) 5

6. This curriculum utilizes resources beyond the classroom.

1 (low) 2 X 3 4 (high) 5

METHODS

7. The methods are appropriate and effective for this subject area.

1 (low) 2 3 X 4 (high) 5

8. This subject area includes methods that develop higher levels of thinking and judging.

1 (low) 2 X 3 4 (high) 5

9. The teachers provide for correlating this subject area with other subject areas when appropriate.

1 (low) 2 X Jr High 3 X Primary 4 (high) 5

STUDENT NEEDS/OUTCOMES

10. The content, materials, and methods in this subject area are suited to the students' ability and readiness levels.

1 (low) 2 3 X 4 (high) 5

11. Students' progress and achievement in this subject area is in accord with their potential.

1 (low) 2 3 X 4 (high) 5

Self-Study

of

SCHOOL: _____

ADDRESS: _____

_____

_____

DATE COMPLETED: _____

Verifying the Vision:

A Self-Evaluation Instrument
for the
Catholic Elementary School

This instrument was designed
by the National Catholic Educational Association
after nationwide consultation and piloting.
It may be adapted to meet local needs.

© 1984, National Catholic Educational Association,
Washington, D.C.

All persons involved in completing this self-study shall use original copies of the instrument and manual. When the self-study is completed, however, the school may duplicate the completed pages for use within its own visitation and planning process.

Philosophy

A statement of philosophy is a set of examined beliefs which clarifies a school's direction. It serves as a basis for decision making and evaluation.

The Catholic school philosophy should reflect the school community's examined beliefs on the areas most important to them.

Some areas for examination:

- purposes of the school in the light of its Catholic identity
- total development of the student (religious, educational, social, physical, etc.)
- areas of learning to be emphasized
- integration of faith with the total curriculum
- roles and relationships of principal, teachers, students, parents, and others within the total faith community
- uniqueness and value of the individual
- learning experiences and activities essential to the specific student body
- methods and attitudes appropriate within the Catholic elementary school
- knowledge, skills, attitudes, and values which students use to help constructively shape society toward the Christian ideal
- the developmental needs, special characteristics, unique talents, and effective means of motivating elementary school students

All of the above need not be treated within each school's statement of philosophy.

This instrument suggests that a faculty with involvement of representatives from the school community determine the beliefs which are most important to their school's direction. Then they should incorporate them within a statement of about one page—sufficiently succinct that it can be remembered easily. A suggested process appears below. (If a school is completing this self-study as part of an accreditation process, the school should check the requirements of the accrediting association regarding content, length, and procedures for the development of the philosophy statement.)

In addition to a philosophy statement, some schools develop a mission statement which focuses on areas such as why the school exists, why its program is important, what results it achieves, and whom it serves.

A statement of philosophy—because it is a statement of basic beliefs—is essential to a self-study. A mission statement, if available, can offer a useful supplement.

SUGGESTED READINESS ACTIVITIES

To complete this report, all involved should

- recall significant Church documents related to the school,
- identify the expectations of the school community,
- use some process to incorporate the beliefs and values of the school community within a philosophy statement.

Some suggested activities follow:

1. **Study the call of the Church**

   With some students, faculty, board members, and parents study significant parts of the document *The Catholic School* and *To Teach as Jesus Did*. After reading, a presentation, and group work, reach some conclusions to the question, "What does this mean for our school?"

2. **Listen to the community**

   Individually or in groups, plan brief gatherings in host homes. Gathered groups of parents can informally respond to questions like "What would you like the school to do for your child?" or "What are your expectations for your child?"

DEVELOPING/REVISING THE PHILOSOPHY STATEMENT

The principal and the faculty hold the primary responsibility for developing and revising the school philosophy. To foster a meaningful faith community, and to develop a realistic statement, however, the faculty must involve the total school community (students, parents, board, clergy, staff) in some appropriate way; for example, meetings with representatives, questionnaires, response to draft copies.

A process such as the following may be used:

1. **Listening**

   a. Listen to experience: Surface memories, thoughts, and feelings about the participants' own significant school experiences. Discuss what really makes a difference in a youngster's education. (Faculty and other representatives, coordinated by Philosophy Subcommittee).

   b. Listen to calls of the Church: Study key concepts of recent Church documents and surface the statements that are considered most important.

2. **Writing**

   a. Identify the strongest, most representative beliefs within the group. (Philosophy Subcommittee)

   b. Shape those beliefs into a unified statement. (Member of Philosophy Subcommittee)

   c. Check to be certain that the statement is clear and complete. Use as a checklist "Some areas for examination" listed in awareness activities for the Philosophy Section. (Philosophy Subcommittee)

   d. Request response from representatives of the total community. (Philosophy Subcommittee)

   e. Revise (if needed) to produce final copy. (Philosophy Subcommittee)

COMBINING READINESS AND WRITING

A school may wish to consider a process that combines readiness activities with the shaping of a school philosophy: *Vision and Values in the Catholic School.*

If a school community is willing to commit considerable preparation time, one of the most thorough approaches is the inservice process, *Vision and Values in the Catholic School.* This process, developed by NCEA, begins with a leadership workshop which enables the principal and one/two other faculty members to direct the school's own inservice sessions.

For several reasons, *Vision and Values*—at least the Vision Phase—is an ideal preparation for school self-evaluation:

- Some faculty members join the principal in opportunities of leadership within the school community.
- Sessions within *Vision and Values* are ideally extended beyond the faculty to parents, board members, older students, clergy, other staff—an ideal opportunity for individuals from varied groups to begin talking together about significant educational issues.
- The Vision Phase gradually builds toward a shaping or reaffirmation of the school philosophy.

The six suggested activities (scheduled for 3-6 sessions) offer an opportunity to consider in depth:

1. Experiences that have led each person to involvement in/with Catholic education
2. Values—(#1-2 both focus on the value shapers and may be combined in one session, if desired.)
3. Future changes and needs
4. Student realities—(#3-4 both help to broaden the vision and may be combined in one session, if desired.)
5. Purposes of Catholic schooling
6. Living the school vision—(#5-6 both help to clarify and specify the vision and may be combined in one session, if desired.)

Information about *Vision and Values* leadership workshops is available from NCEA.

Philosophy

Completed by the following subcommittee:

Chairperson: _____

Members: _____

_____

_____

Directions for Completing This Section

This section uses a three-step process to complete the forms:

Part 1. Awareness

Essential for building a common background and basic understanding among the evaluators, the awareness step focuses on available facts, materials, and ideas. Activities motivate and prepare the evaluators so they can openly and perceptively proceed with assessment. As a minimum, the subcommittee should brainstorm, then determine the information that would be most helpful and the best sources for obtaining it.

The subcommittee chairperson, in conference with the Coordinating Committee, plans any awareness activities which would be helpful for the total faculty/staff and/or the subcommittee. (See prior pages for suggestions.)

Written summaries help to clarify the status; sometimes summary statements or documents are requested. Within each awareness section, the subcommittee is asked to record which readiness activities were used.

Part 2. Assessment

The subcommittee assesses each of the criteria including any added locally—using available means of measuring uncertain areas; e.g., small group discussion with others, questionnaires, observation.

The assessment scale of 1 (low) through 5 (high) is intended to visually present how the school views its attainment of each criterion. Any marking system may be agreed upon for the school study, for example:

- an "x" over a specific number
- a check mark anywhere on the line
- an "average" reached by those involved, such as 2.5. (Ratings of some criteria by parental or other surveys—although reflected in the assessment—may also be reported near the criteria.)

In general, the assessment step should present an accurate picture of the school's present attainment; the instrument should be used and supplemented in any manner that best achieves that purpose:

- clarifications and/or explanations may be added, whenever desired, after subgroups of criteria;
- subcommittees may mark code letters (e.g., "F" for faculty, "S" for students) to indicate that their assessment varies for two groups named in a statement;
- generally the subcommittees should try to mark one assessment reflecting *overall* school attainment; if, however, the attainment varies considerably among levels (e.g., primary, intermediate, junior high), the subcommittees should so indicate by using a code or adding a comment;

- if a question and/or criterion does not apply to the situation, write "N.A." as the response; "N.A.," however, should not be used to avoid a negative answer.
- marginal notes may be added whenever helpful.

For "sample pages," see the Table of Contents. Some of the terms (as used in this instrument) are defined in the glossary at the back of the manual.

Part 3. Analysis

After studying all of their preliminary assessments, the subcommittee discusses and composes a draft response to the three items: the strengths or highest attainments, the deficiencies or lowest attainments, the areas that need immediate attention or long-range planning. Ordinarily "immediate" indicates one year or less; "long-range" means two or more years.

A draft of the total section—including responses generated during Awareness, Assessment, Analysis—is submitted for the critique of the faculty and staff as well as any other knowledgeable parties. The critique may use the form of individual routed copies, a hearing, small group discussions, etc. The Coordinating Committee is consulted whenever meetings are desired to facilitate scheduling without overburdening unnecessarily.

The subcommittee revises its report as needed and prepares a copy for the Coordinating Committee, who may either request additional revision or may approve the report. It is possible, of course, that other areas of the study may suggest slight alterations of the "approved" subcommittee report. After all areas are approved, the Coordinating Committee arranges for final editing and typing.

Part I. Awareness

A. Brief report of readiness activities you have used, including the process used to review/revise/reaffirm the school's philosophy statement:

B. Attach a copy of your school's revised or reaffirmed philosophy statement.

C. Review, revise, reaffirm any existing school goals or objectives; attach a copy.

D. Describe your process for periodically reviewing your school philosophy and for introducing it to new staff members, students, and their parents.

NOTE: For all subsequent sections of this self-study, the newly revised/reaffirmed philosophy should be used. It is possible that some new elements have not yet been attained or even begun; keep in mind that this self-evaluation is meant to focus on improvement and to guide future action.

Part 2. Assessment

Essential Criteria

--Level of Present—
—Attainment—

APPROPRIATENESS

1. The philosophy reflects the four-fold dimension of Catholic education:

   Message — 1 (low) 2 3 4 (high) 5

   Service — 1 (low) 2 3 4 (high) 5

   Community — 1 (low) 2 3 4 (high) 5

   Worship — 1 (low) 2 3 4 (high) 5

2. The philosophy of the Catholic school reflects the importance of integrating the Catholic faith with the educational process. — 1 (low) 2 3 4 (high) 5

DEVELOPMENT

3. The philosophy of the school was developed and accepted by representatives of each group within the school community. — 1 (low) 2 3 4 (high) 5

4. The philosophy is stated clearly and concisely. — 1 (low) 2 3 4 (high) 5

5. Goals and objectives of the school are consistent with the school philosophy. — 1 (low) 2 3 4 (high) 5

UNDERSTANDING

6. The faculty and staff understand the philosophy of the school. — 1 (low) 2 3 4 (high) 5

7. The students and their parents understand the philosophy of the school. — 1 (low) 2 3 4 (high) 5

DISSEMINATION AND REVIEW

8. The philosophy is disseminated to all within the school community. — 1 (low) 2 3 4 (high) 5

Essential Criteria	—Level of Present— —Attainment—
9. Representatives of the total school community annually review the philosophy statement to assess the appropriateness of its content.	1 (low) 2 3 4 (high) 5
10. Representatives of the total school community annually review the philosophy to assess its lived reality in the school.	1 (low) 2 3 4 (high) 5
SUMMARY	
11. The philosophy is a clear statement of appropriate beliefs for a Catholic school developed in a representative manner, disseminated to and understood by the total school community.	1 (low) 2 3 4 (high) 5

Any desired explanation(s) related to the above section:

List and assess other related criteria (if any) from arch/diocesan, state, regional, local sources:

Part 3. Analysis

Review your responses to Parts 1 and 2 of this section; then answer these questions:

1. What are your strengths or highest attainments in this area? Explain and give examples.

2. What are your deficiencies or lowest attainments in this area? Explain and give examples.

3. How will you assure improvement and future growth in this area?

   a. What needs *immediate* attention? Briefly suggest one practical approach for each.

   b. What needs *long-range* planning? Briefly outline one suggested course of action for each.

The Catholic school as community

Introduction

Each member of the total school community makes a valuable contribution to the overall faith dimension of the Catholic school. The positive interaction of staff, students, and parents builds a Christian environment encouraging the optimum growth and development of individuals within the school community.

The effectiveness of a school community is largely dependent upon the interpersonal relationships that create an environment conducive to living and learning. It is imperative that evaluation focuses on the following criteria which are essential in recognizing and fostering interpersonal relationships within a Catholic school.

SUGGESTED READINESS ACTIVITIES

To complete this report, all involved should

- study the current communication and interaction patterns within the school
- raise consciousness of the need for support and acceptance,
- discuss factors that prompt persons to grow, and
- look anew at the school community and all its influences—past, present, and future.

Some suggested activities follow:

1. **Communicating about communication**
   a. Ask the faculty and staff to list on 3x5 cards at least three qualities that staff members should possess for good communication; e.g., listening skills, presence, acceptance.
   b. Collect and collate qualities on one sheet.
   c. Give each member a copy of the list. Provide 10 minutes for individual reflection.
   d. Have the group come together to name the 3-5 qualities they feel are most important and/or need to be developed.

   This simple exercise can help a staff share the expectations of the group. The same process could be used with student and parent groups.

2. **Reinforcing reinforcement**
   a. Place a large sheet of paper on each of several tables. Ask teachers (in groups of 3-4) to write at least two statements indicating ways they have experienced positive reinforcement from other faculty members. Each staff member writes the two/more statements individually, anywhere on the paper. Place these comment sheets in an appropriate area to be viewed by all participants or share in some other manner.

b. Return to small groups; supply more paper and repeat the process focusing on ways in which positive reinforcement is needed. Display these comment sheets near the other sheets or share in some other way.

c. Allow quiet reflection time when each staff member may focus on an area in which each feels he/she could improve in interpersonal relationships with other faculty members. Close with prayer/paraliturgy.

This exercise could be used with a focus on the positive reinforcement which faculty members feel they give and/or should be giving to students/parents.

3. **Remember when . . .**

Recall your own elementary school days, especially the occasions which prompted you to grow. What factors were most responsible for prompting that growth?

In groups of about 5, share any of the stories you like. Determine any similarities about factors that prompted individuals to want to improve and grow.

The Catholic School as Community

Completed by the following subcommittee:

Chairperson: _____

Members: _____

_____

_____

Directions for Completing This Section

This section uses a three-step process to complete the forms:

Part 1. Awareness

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Part I. Awareness

A. Brief report of readiness activities you have used:

B. Describe in general who comprises your school community.

C. Describe more specifically the composition of your student body. Use forms (B 1-6) suggested following this section or other available forms.

D. Describe more specifically the family/home factors of your students. Use the form (B 7) suggested in the manual or other available forms.

E. Describe more specifically the composition of your faculty. Use forms (B 8-9) in the manual or other available forms.

F. Briefly outline significant events in the history of your school.

G. Describe the school's inservice programs and other means of professional growth within the last two years.

H. List the regular interaction and communication opportunities within the total school community—students, faculty and staff, parents, board members, clergy, parishioners.

Part 2. Assessment

Essential Criteria

—Level of Present—
—Attainment—

GROWTH OPPORTUNITIES

1. Faculty and staff are aware of their call to develop as faith community.

   1 (low) 2 3 4 (high) 5

2. Faculty and staff—even those who do not teach religion—understand basic current teachings of the Church.

   1 (low) 2 3 4 (high) 5

3. Faculty and staff take advantage of opportunities for personal formation and growth by means of regular inservice.

   1 (low) 2 3 4 (high) 5

4. Faculty and staff mutually encourage growth toward professional excellence.

   1 (low) 2 3 4 (high) 5

5. Interaction between and among faculty, staff, and students fosters personal growth and development.

   1 (low) 2 3 4 (high) 5

6. Faculty and staff foster growth and development of the individual to his/her full potential.

   1 (low) 2 3 4 (high) 5

7. All faculty members in their interaction with students show an awareness and attitude of concern for the religious formation of students.

   1 (low) 2 3 4 (high) 5

8. Faculty and students give witness to justice, mercy, peace, and respect for life in their everyday actions.

   1 (low) 2 3 4 (high) 5

Any desired explanation(s) related to the above sub-section:

Essential Criteria	—Level of Present— —Attainment—
COMMUNICATION PATTERNS	
9. Faculty and staff model faith experience to students.	1 (low) 2 3 4 (high) 5
10. Faculty and staff receive positive feedback from the principal in order to enhance the quality of their work.	1 (low) 2 3 4 (high) 5
11. Faculty and staff establish and maintain regular open communication with one another.	1 (low) 2 3 4 (high) 5
12. Faculty and staff establish and maintain regular open communication with students.	1 (low) 2 3 4 (high) 5
13. Faculty and staff establish and maintain regular open communication with parents.	1 (low) 2 3 4 (high) 5
14. Faculty and staff establish and maintain regular open communication with clergy.	1 (low) 2 3 4 (high) 5
15. Faculty and staff handle conflict with due concern for all persons involved.	1 (low) 2 3 4 (high) 5

Any desired explanation(s) related to the above sub-section:

Essential Criteria

—Level of Present—
—Attainment—

COMMUNAL ACTIVITIES

16. Faculty members, students, and parents come together in prayer, work, and social events.

1 (low) 2 3 4 (high) 5

17. The school offers to students, parents, faculty and staff opportunities for reflection with emphasis on listening, observing, and praying.

1 (low) 2 3 4 (high) 5

18. Faculty, staff, students, parents, and other members of the school community have opportunities for public, group experiences stressing participation in liturgy, sacraments, and para-liturgical events.

1 (low) 2 3 4 (high) 5

19. Faculty, staff, students, parents, and other members of the school community have opportunities for apostolic activities within the classroom, family, total school, local parish, arch/diocese, civic community.

1 (low) 2 3 4 (high) 5

20. Whenever appropriate and feasible, broad representation from the school community is involved in important school policies.

1 (low) 2 3 4 (high) 5

Any desired explanation(s) related to the above sub-section:

B School as Community

Essential Criteria	—Level of Present— —Attainment—
ACCEPTANCE	
21. Students experience a sense of self-worth and belonging to the school community.	1 (low) 2 3 4 (high) 5
22. Faculty and staff experience a sense of self-worth and belonging to the school community.	1 (low) 2 3 4 (high) 5
23. Parents experience a sense of self-worth and belonging to the school community.	1 (low) 2 3 4 (high) 5
24. Faculty and staff involved in the religious education curriculum show a sensitivity for the Catholic and non-Catholic alike.	1 (low) 2 3 4 (high) 5
25. Practices for instruction, discipline, grading, reporting, awards, and extracurricular activities basically build up and support a sense of self-worth and community.	1 (low) 2 3 4 (high) 5

Any desired explanation(s) related to the above sub-section:

Essential Criteria

—Level of Present—
—Attainment—

SUMMARY

26. The school's interpersonal policies and practices reflect the philosophy of the school.

1 (low) 2 3 4 (high) 5

Any desired explanation(s) related to the above sections:

List and assess other related criteria (if any) from arch/diocesan, state, regional, local sources:

Part 3. Analysis

Review your responses to Parts 1 and 2 of this section and compare them with your philosophy and objectives; then answer these questions:

1. What are your strengths or highest attainments in this area? Explain and give examples.

2. What are your deficiencies or lowest attainments in this area? Explain and give examples.

3. How will you assure improvement and future growth in this area?
   a. What needs *immediate* attention? Briefly suggest one practical approach for each.

   b. What needs *long-range* planning? Briefly outline one suggested course of action for each.

FORM B 1

Enrollment Trends

LEVEL IN SCHOOL	3 YEARS AGO 19__ - 19__ NUMBER	2 YEARS AGO 19__ - 19__ NUMBER	LAST YEAR 19__ - 19__ NUMBER	PRESENT YEAR 19__ - 19__ NUMBER	PROJECTION NEXT YEAR 19__ - 19__ NUMBER
Level _____					
Level _____					
Level _____					
Level _____					
Level _____					
Level _____					
Level _____					
Level _____					
Level _____					
Level _____					
TOTAL					

FORM B 2

Enrollment by Ethnic Background

GROUP	NO. IN STUDENT BODY 2 YEARS AGO	NO. IN STUDENT BODY LAST YEAR	NO. IN STUDENT BODY THIS YEAR
Native Indian (American or Alaskan)			
Black			
Caucasian			
Hispanic			
Oriental			
Others			
TOTAL			

FORM B 3

Enrollment by Religious Affiliation

GROUP	NO. IN STUDENT BODY 2 YEARS AGO	NO. IN STUDENT BODY LAST YEAR	NO. IN STUDENT BODY THIS YEAR
Catholic			
Other than Catholic (Distinguish groups if significant)			
TOTAL			

FORM B 4

Stability of Student Population

NUMBER OF YEARS IN THIS SCHOOL (including this year)	MEMBERS OF 8TH (OR HIGHEST) GRADE
	NUMBER
1 - 2 years	
3 - 4 years	
5 or more years	
TOTAL	

FORM B 5

Educational Goals of 7th and 8th Graders

	NUMBER	
	7th	8th
Catholic high school/college prep		
Catholic high school/vocational track		
Public high school/college prep		
Public high school/vocational track		
Preparatory seminary/religious community		
Private high school		
Other (specify) _____		

FORM B 6

Reasons for Withdrawals Over Last 2 Years

REASONS	NUMBER OF STUDENTS
Academic Problem	
Transportation Problem	
Financial Difficulty	
Discipline Problem	
Change of Family Residence	
Change of Family Structure, Custody, or Guardianship	
General Dissatisfaction	
Special Education Needs	
Other: Please indicate, if possible	
TOTAL	

FORM B 7

Family/Home Factors

Educational level (highest attained)

Father		Mother
_____	Elementary School	_____
_____	High School	_____
_____	College	_____
_____	Post-College	_____
_____	**Total**	_____

Professional Level

Father		Mother
_____	Clerical	_____
_____	Farmer	_____
_____	Homemaker	_____
_____	Laborer	_____
_____	Managerial	_____
_____	Military	_____
_____	Professional	_____
_____	Semi-Skilled	_____
_____	Unknown	_____

Family Income Level (optional)

$0 - $10,000 _____
$10,000 - $20,000 _____
$20,000 - $30,000 _____
$30,000 - $40,000 _____
$40,000 - $50,000 _____
Over $50,000 _____

Primary Languages Spoken in Home

English _____ Italian _____
Spanish _____ Polish _____
French _____ _____ _____
German _____ _____ _____

Other information that may be included:

Printed matter in home: daily newspaper _____
Catholic magazine/newspaper _____
Residence of student: with 1 parent _____
with 2 parents _____
with other _____

INDIVIDUAL FACULTY PROFILE (Principal, teachers, librarian, etc.)
(to be completed for each full-time and part-time faculty member)

1. NAME: _____
2. MAIN RESPONSIBILITIES (Teachers should include grades/subjects): _____
3. ADDITIONAL ASSIGNMENTS: _____
4. TOTAL YEARS EXPERIENCE (including present year): _____
5. TOTAL YEARS EXPERIENCE IN THIS SCHOOL (include present year): _____

*6. HIGHEST DEGREE EARNED: _____

7. INSTITUTION AWARDING DEGREE: _____ YEAR: _____

*8. STATE CERTIFICATION HELD: YES _____ NO _____

9. CERTIFICATION ENDORSEMENT AREAS: _____
10. PROFESSIONAL CONFERENCES ATTENDED WITHIN LAST TWO YEARS: _____
11. RELIGIOUS EDUCATION UPDATING ACCOMPLISHED WITHIN LAST TWO YEARS: _____
12. PROFESSIONAL MEMBERSHIPS HELD: _____
13. PROFESSIONAL/RELIGIOUS PUBLICATIONS READ REGULARLY: _____

*If this profile does not include either a degree or certification, explain preparation for present position.

FORM B 9

Staff Data—Overview

(From NCEA Standard School Survey Form)

E. TOTAL PROFESSIONAL STAFF	Number of Persons	
	Full Time (1)	Part Time (2)
1. Sisters		
2. Brothers		
3. Scholastics		
4. Religious Priests		
5. Diocesan Priests		
6. Parish Priests (religion only)		
7. Lay Men		
8. Lay Women		
9. TOTAL		

F. HIGHEST ACADEMIC DEGREE AND EXPERIENCE: FULL TIME PROFESSIONAL STAFF	Religious				Lay				
	1 Year or Less (1)	2-5 Yrs. (2)	6-25 Yrs. (3)	More than 25 Yrs. (4)	1 Year or Less (5)	2-5 Yrs. (6)	6-25 Yrs. (7)	More than 25 Yrs. (8)	Total (9)
1. Less than bachelor's degree									
2. B.A. or equivalent, but less than M.A.									
3. M.A. or equivalent, but less than Ph.D.									
4. An earned doctorate									
5. TOTAL									

G. DUTIES PERFORMED (Paid Personnel only)	Professional Staff					Paraprofessionals		Clerical
	Teachers (1)	Admin. Staff (2)	Guid Staff (3)	Lib. or Media Serv. (4)	Health Staff (5)	Teacher Aides (6)	All Other Paraprof's (7)	School Secretary (8)
1. No. of Full-Time Staff								
2. No. of Part-Time Staff								

H. CERTIFICATION: FULL TIME PROFESSIONAL STAFF	Religious (1)	Lay (2)	TOTAL (3)
1. Actually Certified			
2. Certifiable			
3. Not Certifiable			
4. TOTAL			

I. MISC.	Non-Catholic Full Time Lay Teachers (1)

The Catholic school in the community

Introduction

The Catholic school community, of itself, includes many relationships—those among its students, faculty and staff, parents, board members, and clergy.

As it reaches outward, the school community touches first the Catholic parishioners, then the many communities beyond—local, state, national, and global. It is important for the school community to understand the large community in which its exists. Equally as important is the interaction which takes place between the two.

Integral to the school which calls itself "Catholic" is its relationship to the Church. Whether a parish, inter-parish, diocesan, or private entity, it should examine its relationship to the Catholic community.

The school community must become increasingly aware of the resources of the larger community and vice versa; sharing of these resources should take place. The educational program of the school should contribute to the community and the community should be aware of the school's purpose.

SUGGESTED READINESS ACTIVITIES

To complete this report, all involved should

- become aware of a broad spectrum of "outside" views of the school community,
- develop a broader picture of the local community,
- consider the levels of school and local community interaction.

Some suggested activities follow:

1. **Listening survey**

   Find one or more practical ways to conduct a listening survey in the community; e.g., questionnaires randomly distributed to individuals and business persons in the neighborhood; phone calls made to community or civic leaders; informal contacts with available alumni.

2. **Kaleidescoping the community**

   Ask the older students—in grades or groups—to study the local community according to one of the major social science disciplines (history, geography, economics, anthropology, sociology, political science). Then plan an opportunity to share the findings (an assembly, "visiting lectures" to other classes, newspaper coverage, etc.)

The Catholic School in the Community

Completed by the following subcommittee:

Chairperson: _____

Members: _____

_____

_____

Directions for Completing This Section

This section uses a three-step process to complete the forms:

Part 1. Awareness

Essential for building a common background and basic understanding among the evaluators, the awareness step focuses on available facts, materials, and ideas. Activities motivate and prepare the evaluators so they can openly and perceptively proceed with assessment. As a minimum, the subcommittee should brainstorm, then determine the information that would be most helpful and the best sources for obtaining it.

The subcommittee chairperson, in conference with the Coordinating Committee, plans any awareness activities which would be helpful for the total faculty/staff and/or the subcommittee. (See prior pages for suggestions.)

Written summaries help to clarify the status; sometimes summary statements or documents are requested. Within each awareness section, the subcommittee is asked to record which readiness activities were used.

Part 2. Assessment

The subcommittee assesses each of the criteria including any added locally—using available means of measuring uncertain areas; e.g., small group discussion with others, questionnaires, observation.

The assessment scale of 1 (low) through 5 (high) is intended to visually present how the school views its attainment of each criterion. Any marking system may be agreed upon for the school study, for example:

- an "x" over a specific number
- a check mark anywhere on the line
- an "average" reached by those involved, such as 2.5. (Ratings of some criteria by parental or other surveys—although reflected in the assessment—may also be reported near the criteria.)

In general, the assessment step should present an accurate picture of the school's present attainment; the instrument should be used and supplemented in any manner that best achieves that purpose:

- clarifications and/or explanations may be added, whenever desired, after subgroups of criteria;
- subcommittees may mark code letters (e.g., "F" for faculty, "S" for students) to indicate that their assessment varies for two groups named in a statement;
- generally the subcommittees should try to mark one assessment reflecting *overall* school attainment; if, however, the attainment varies considerably among levels (e.g., primary, intermediate, junior high), the subcommittees should so indicate by using a code or adding a comment;

- if a question and/or criterion does not apply to the situation, write "N.A." as the response; "N.A.," however, should not be used to avoid a negative answer.
- marginal notes may be added whenever helpful.

For "sample pages," see the Table of Contents. Some of the terms (as used in this instrument) are defined in the glossary at the back of the manual.

Part 3. Analysis

After studying all of their preliminary assessments, the subcommittee discusses and composes a draft response to the three items: the strengths or highest attainments, the deficiencies or lowest attainments, the areas that need immediate attention or long-range planning. Ordinarily "immediate" indicates one year or less; "long-range" means two or more years.

A draft of the total section—including responses generated during Awareness, Assessment, Analysis—is submitted for the critique of the faculty and staff as well as any other knowledgeable parties. The critique may use the form of individual routed copies, a hearing, small group discussions, etc. The Coordinating Committee is consulted whenever meetings are desired to facilitate scheduling without overburdening unnecessarily.

The subcommittee revises its report as needed and prepares a copy for the Coordinating Committee, who may either request additional revision or may approve the report. It is possible, of course, that other areas of the study may suggest slight alterations of the "approved" subcommittee report. After all areas are approved, the Coordinating Committee arranges for final editing and typing.

Part I. Awareness

A. Brief report of readiness activities you have used:

B. What are the significant historical and geographic factors of the larger community (town/city) that affect the school community?

C. What current economic, cultural, and sociological factors significantly affect the larger community (town/city) and, therefore, the school community?

D. Describe the interaction that takes place between the school and the larger community (town/city). Examples: sharing the facilities and resources, involvement with projects of parish(es) and broader community.

Part 2. Assessment

Essential Criteria

—Level of Present—
—Attainment—

PARISH (INTER-PARISH) LEVEL

1. Faculty, staff, students, and their parents understand the relationship of the school to the Church.

   1 (low) 2 3 4 (high) 5

2. The parish council(s) or other representative group(s) of the local Church are aware of the school's activities, programs, efforts to serve the Church.

   1 (low) 2 3 4 (high) 5

3. The Catholic school actively cooperates with other parish (inter-parish) religious education programs.

   1 (low) 2 3 4 (high) 5

4. Catholic school students, teachers, staff, and parents assist in parish (inter-parish) activities.

   1 (low) 2 3 4 (high) 5

PARISH (INTER-PARISH) LEVEL AND BEYOND

5. The school is aware of the larger community's needs and resources.

   1 (low) 2 3 4 (high) 5

6. The community is aware of the school's purpose/ programs.

   1 (low) 2 3 4 (high) 5

7. There is interaction with and sharing of resources between the school and the larger community.

   1 (low) 2 3 4 (high) 5

8. The presence of the school positively influences the larger community.

   1 (low) 2 3 4 (high) 5

9. There is an organized plan for building good public relations.

   1 (low) 2 3 4 (high) 5

10. A majority of students are routinely involved in service programs within and beyond the school.

    1 (low) 2 3 4 (high) 5

11. The Catholic school participates, when practical, in civic projects and events which are in accord with the school philosophy.

    1 (low) 2 3 4 (high) 5

12. The school cooperates with applicable arch/ diocesan education plans, policies, and activities.

    1 (low) 2 3 4 (high) 5

Essential Criteria	—Level of Present— —Attainment—
13. In appropriate ways the school supports at a local, state, and national level the causes it deems most worthwhile.	1 (low) 2 3 4 (high) 5
14. The Catholic school community responds in appropriate ways to the need for stewardship of local, national, and world resources.	1 (low) 2 3 4 (high) 5
SUMMARY	
15. The school's interaction with and involvement in the community reflect the philosophy of the school.	1 (low) 2 3 4 (high) 5

Any desired explanation(s) related to the above section:

List and assess other related criteria (if any) from arch/diocesan, state, regional, local sources.

Part 3. Analysis

Review your responses to Parts 1 and 2 of this section and compare them with your philosophy and objectives; then answer these questions:

1. What are your strengths or highest attainments in this area? Explain and give examples.

2. What are your deficiencies or lowest attainments in this area? Explain and give examples.

3. How will you assure improvement and future growth in this area?
   a. What needs *immediate* attention? Briefly suggest one practical approach for each.

   b. What needs *long-range* planning? Briefly outline one suggested course of action for each.

The teaching/learning program—Total

Introduction

An essential part of the Catholic school is the teaching/learning program. To study it thoroughly, it will be necessary to look at the specific areas of study as well as the total teaching/learning program—always keeping a view to the school philosophy, the student needs, elements of effective education, and curricular requirements.

Section D—because it encompasses many elements—has three subsections:

1. Teaching/Learning—Total
2. Teaching/Learning—Religious Education
3. Teaching/Learning—Specific Subject Areas
   (Subject areas may be grouped, if desired; e.g., language arts, fine arts.)

The following special procedure should be used:

1. **Preliminary activities by the Total Teaching/Learning Subcommittee**

   Prior to the completion of specific subject area forms, the subcommittee for Total Teaching/Learning should handle the preparation that relates to all or most subjects:

   a. organize and submit to the subcommittees for specific subject areas the following data:
      1) the results of the broader community survey which are significant for this section
      2) data from Section B: The Catholic School as Community regarding students' ethnic background, religion, stability, goals, withdrawal patterns, and family/home factors
      3) the completed Forms D 5 and D 6 (or other available forms) with *composite* ability and achievement test data
      4) applicable state and arch/diocesan requirements and recommendations related to content, class time, etc.

   b. coordinate Readiness Activities #1 and #3 (regarding teaching/learning in general) or other general readiness activities

2. **Activities by the specific subject area subcommittees**

   The subcommittees for specific subject areas should apply the general findings to their specific subject area:

   a. participate in preparation on the general teaching/learning level
      1) study the data gathered by the Total Teaching/Learning Subcommittee that applies to the specific subject area
      2) participate in any readiness activities coordinated by the Total Teaching/Learning Subcommittee

   b. develop the specific subject area report
      1) conduct Readiness Activities #2 and #3 (regarding the specific subject area) or other appropriate readiness activities
      2) complete the specific subject area report—Parts 1, 2, and 3

3. **Summary activities by the Total Teaching/Learning Subcommittee**
   The Total Teaching/Learning Subcommittee then develops a composite view of the overall teaching/learning program in the school by completing two final steps:
   a. study all subject area reports
   b. complete the remainder of the Total Teaching/Learning report.

OTHER SUGGESTED READINESS ACTIVITIES

In addition to the above, all involved may

- review the current curriculum, materials, and methods;
- look anew at the current approach in light of the school philosophy as well as student needs and outcomes;
- update and deepen awareness of research about effective teaching/learning programs.

Some suggested activities follow:

1. **Recent research in education**
   The subcommittee (in communication with the Coordinating Committee) invites an outside consultant to address the faculty on recent research in education; e.g.,
   - integration of values within the curriculum
   - variety of teaching/learning styles
   - current trends in a specific discipline
   - matching content and assignments to specific students
   - procedures for measuring student outcomes
2. **Requirements and recommendations**
   The faculty reviews recent copies of state and arch/diocesan curriculum guidelines and/or the content recommended for the elementary level by various professional associations.
3. **Student sampling**
   The faculty asks a sampling of students to state what they like best about the teaching/learning program in the school and what they would like to see changed.

The Teaching/Learning Program—Total

Completed by the following subcommittee:

Chairperson: _____

Members: _____

_____

_____

Directions for Completing This Section

This section uses a three-step process to complete the forms:

Part 1. Awareness

Essential for building a common background and basic understanding among the evaluators, the awareness step focuses on available facts, materials, and ideas. Activities motivate and prepare the evaluators so they can openly and perceptively proceed with assessment. As a minimum, the subcommittee should brainstorm, then determine the information that would be most helpful and the best sources for obtaining it.

The subcommittee chairperson, in conference with the Coordinating Committee, plans any awareness activities which would be helpful for the total faculty/staff and/or the subcommittee. (See prior pages for suggestions.)

Written summaries help to clarify the status; sometimes summary statements or documents are requested. Within the awareness section, the subcommittee is asked first to record the composite general data and the general readiness activities which were used. After studying subject area reports, the subcommittee completes the remainder of the awareness section.

Part 2. Assessment

After reviewing the completed subject area reports, the subcommittee assesses each of the criteria including any added locally—using available means of measuring uncertain areas; e.g., small group discussion with others, questionnaires, observation.

The assessment scale of 1 (low) through 5 (high) is intended to visually present how the school views its attainment of each criterion. Any marking system may be agreed upon for the school study, for example:

- an "x" over a specific number
- a check mark anywhere on the line
- an "average" reached by those involved, such as 2.5. (Ratings of some criteria by parental or other surveys—although reflected in the assessment—may also be reported near the criteria.)

In general, the assessment step should present an accurate picture of the school's present attainment; the instrument should be used and supplemented in any manner that best achieves that purpose:

- clarifications and/or explanations may be added, whenever desired, after subgroups of criteria;
- subcommittees may mark code letters (e.g., "F" for faculty, "S" for students) to indicate that their assessment varies for two groups named in a statement;

- generally the subcommittees should try to mark one assessment reflecting *overall* school attainment; if, however, the attainment varies considerably among levels (e.g., primary, intermediate, junior high), the subcommittees should so indicate by using a code or adding a comment;
- if a question and/or criterion does not apply to the situation, write "N.A." as the response; "N.A.," however, should not be used to avoid a negative answer.
- marginal notes may be added whenever helpful.

For "sample pages," see the Table of Contents. Some of the terms (as used in this instrument) are defined in the glossary at the back of the manual.

The subcommittee then summarizes overall strengths and deficiencies of the *total* teaching/learning program.

Part 3. Analysis

After studying all of their preliminary assessments, the subcommittee discusses and composes a draft response to the three items: the strengths or highest attainments, the deficiencies or lowest attainments, the areas that need immediate attention or long-range planning. Ordinarily "immediate" indicates one year or less; "long-range" means two or more years.

A draft of the total section—including responses generated during Awareness, Assessment, Analysis—is submitted for the critique of the faculty and staff as well as any other knowledgeable parties. The critique may use the form of individual routed copies, a hearing, small group discussions, etc. The Coordinating Committee is consulted whenever meetings are desired to facilitate scheduling without overburdening unnecessarily.

The subcommittee revises its report as needed and prepares a copy for the Coordinating Committee, who may either request additional revision or may approve the report. It is possible, of course, that other areas of the study may suggest slight alterations of the "approved" subcommittee report. After all areas are approved, the Coordinating Committee arranges for final editing and typing.

Part 1. Awareness

(Parts A and B *precede* study of specific subject areas.)

A. Attach a copy of the general teaching/learning data distributed to the specific teaching/learning subcommittees:

- the results of the broader community survey which are significant for this section;
- data from Section B: "The Catholic School as Community" regarding students' ethnic background, religion, stability, goals, withdrawal patterns, and family/home factors;
- the completed Forms D 5 and D 6 (or other available forms) with *composite* ability and achievement test data;
- applicable state and arch/diocesan requirements and recommendations related to content, class time, etc.

B. Write a brief report of the general teaching/learning readiness activities coordinated by this subcommittee.

C. Indicate your school-wide plan for renewal of textbooks, library, and audio-visual materials.

D. Study all reports of the specific subject areas, noting similarities, differences, and general patterns. Then proceed with the following assessment and analysis.

D Teaching/Learning—Total

Part 2. Assessment

Essential Criteria

	—Level of Present— —Attainment—
1. In this school the faculty members, in their lesson planning and actual teaching, show an awareness and attitude of concern for the total development of students.	1 (low) 2 3 4 (high) 5
2. Christian responsibility in everyday living is emphasized throughout the curriculum.	1 (low) 2 3 4 (high) 5
3. Instruction in this school occurs in a climate of respect and acceptance of each person and his/her culture.	1 (low) 2 3 4 (high) 5
4. Attitudes and skills for community building—such as caring, communicating, cooperating, confronting—are developed in this school.	1 (low) 2 3 4 (high) 5
5. The teaching/learning opportunities in this school offer a balance of individual work, small group interaction, and total class instruction.	1 (low) 2 3 4 (high) 5
6. In general, the teaching/learning is facilitated by positive attitudes and procedures that promote self-discipline and responsible behavior.	1 (low) 2 3 4 (high) 5
7. The materials and bulletin boards in the school present a positive image of all people in regard to race, creed, sex, handicapping conditions, etc.	1 (low) 2 3 4 (high) 5
8. The school has a library or decentralized resource centers.	1 (low) 2 3 4 (high) 5
9. Teachers and students effectively use the library resources in the school.	1 (low) 2 3 4 (high) 5
10. The school has effectively planned for replacement and renewal of textbooks, library, and audio-visual materials.	1 (low) 2 3 4 (high) 5

Essential Criteria

—Level of Present—
—Attainment—

SUMMARY

11. The teaching/learning policies and practices reflect the philosophy of the school.

1 (low) 2 3 4 (high) 5

Any desired explanation(s) related to the above section:

List and assess any arch/diocesan, state, regional, or local criteria related to the total teaching/learning program that have not been included in other teaching/learning sections.

D Teaching/Learning—Total

Summarize the overall strengths and deficiencies of the *total* teaching/learning program: (e.g., effective use of audio-visuals; total dependence upon textbook)

Content:

Strengths or highest attainments:

Deficiencies or lowest attainments:

Methods:

Strengths or highest attainments:

Deficiencies or lowest attainments:

Materials:

Strengths or highest attainments:

Deficiencies or lowest attainments:

Teaching/Learning—Total **D**

Student Needs/Outcomes

Strengths or highest attainments:

Deficiencies or lowest attainments:

Integration of Gospel Values

Strengths or highest attainments:

Deficiencies or lowest attainments:

Part 3. Analysis

Review your responses to Parts 1 and 2 of this section and compare them with your philosophy and objectives; then answer these questions:

1. What are your strengths or highest attainments in this area? Explain and give examples.

2. What are your deficiencies or lowest attainments in this area? Explain and give examples.

3. How will you assure improvement and future growth in this area?
   a. What needs *immediate* attention? Briefly suggest one practical approach for each.

   b. What needs *long-range* planning? Briefly outline one suggested course of action for each.

The teaching/learning program—Religious education

Introduction

An essential part of the Catholic school is the teaching/learning program. To study it thoroughly, it will be necessary to look at the specific areas of study as well as the total teaching/learning program—always keeping a view to the school philosophy, the student needs, elements of effective education, and curricular requirements.

Section D—because it encompasses many elements—has three subsections:

1. Teaching/Learning—Total
2. Teaching/Learning—Religious Education
3. Teaching/Learning—Specific Subject Areas

The following special procedure should be used:

1. **Preliminary activities by the Total Teaching/Learning Subcommittee**

   Prior to the completion of specific subject area forms, the subcommittee for Total Teaching/Learning should handle the preparation that relates to all or most subjects:

   a. organize and submit to the subcommittees for specific subject areas the following data:
      1) the results of the broader community survey which are significant for this section
      2) data from Section B: The Catholic School as Community regarding students' ethnic background, religion, stability, goals, withdrawal patterns, and family/home factors
      3) the completed Forms D 5 and D 6 (or other available forms) with *composite* ability and achievement test data
      4) applicable state and arch/diocesan requirements and recommendations related to content, class time, etc.

   b. coordinate Readiness Activities #1 and #3 (regarding teaching/learning in general) or other general readiness activities

2. **Activities by the religious education subcommittee**

   The subcommittee should apply the general findings to religious education:

   a. participate in preparation on the general teaching/learning level
      1) study the data gathered by the Total Teaching/Learning Subcommittee that applies to religious education
      2) participate in any readiness activities coordinated by the Total Teaching/Learning Subcommittee

   b. develop the specific subject area report
      1) conduct Readiness Activities #2 and #3 (regarding religious education) or other appropriate readiness activities
      2) complete the religious education report—Parts 1, 2, and 3

3. **Summary activities by the Total Teaching/Learning Subcommittee**
   The Total Teaching/Learning Subcommittee then develops a composite view of the overall teaching/learning program in the school by completing two final steps:
   a. study all subject area reports
   b. complete the remainder of the Total Teaching/Learning report.

OTHER SUGGESTED READINESS ACTIVITIES

In addition to the above, all involved may

- review the current curriculum, materials, and methods;
- look anew at the current approach in light of the school philosophy as well as student needs and outcomes;
- update and deepen awareness of research about effective teaching/learning programs.

Some suggested activities follow:

1. **Recent research in education**
   The subcommittee (in communication with the Coordinating Committee) invites an outside consultant to address the faculty on recent research in education; e.g.,
   - integration of values within the curriculum
   - variety of teaching/learning styles
   - current trends in a specific discipline
   - matching content and assignments to specific students
   - procedures for measuring student outcomes
2. **Requirements and recommendations**
   The faculty reviews recent copies of arch/diocesan curriculum guidelines and/or the content recommended for the elementary level by various professional associations.
3. **Student sampling**
   The faculty asks a sampling of students to state what they like best about the teaching/learning program in the school and what they would like to see changed.

The Teaching/Learning Program—Religious Education

Completed by the following subcommittee:

Chairperson: _____

Members: _____

_____

_____

Directions for Completing This Section

This section uses a three-step process to complete the forms:

Part 1. Awareness

Essential for building a common background and basic understanding among the evaluators, the awareness step focuses on available facts, materials, and ideas. Activities motivate and prepare the evaluators so they can openly and perceptively proceed with assessment. As a minimum, the subcommittee should brainstorm, then determine the information that would be most helpful and the best sources for obtaining it.

The subcommittee chairperson, in conference with the Total Teaching/Learning Chairperson, plans any awareness activities which would be helpful for the total faculty/staff and/or the subcommittee. (See prior pages for suggestions.)

Written summaries help to clarify the status; sometimes summary statements or documents are requested. Within the awareness phase, the subcommittee is asked to participate in and record readiness activities, both general and specific to religious education.

Part 2. Assessment

After reviewing the available data, the subcommittee assesses each of the criteria including any added locally—using available means of measuring uncertain areas; e.g., small group discussion with others, questionnaires, observation.

The assessment scale of 1 (low) through 5 (high) is intended to visually present how the school views its attainment of each criterion. Any marking system may be agreed upon for the school study, for example:

- an "x" over a specific number
- a check mark anywhere on the line
- an "average" reached by those involved, such as 2.5. (Ratings of some criteria by parental or other surveys—although reflected in the assessment—may also be reported near the criteria.)

In general, the assessment step should present an accurate picture of the school's present attainment; the instrument should be used and supplemented in any manner that best achieves that purpose:

- clarifications and/or explanations may be added, whenever desired, after subgroups of criteria;
- subcommittees may mark code letters (e.g., "F" for faculty, "S" for students) to indicate that their assessment varies for two groups named in a statement;

- generally the subcommittees should try to mark one assessment reflecting *overall* school attainment; if, however, the attainment varies considerably among levels (e.g., primary, intermediate, junior high), the subcommittees should so indicate by using a code or adding a comment;
- if a question and/or criterion does not apply to the situation, write "N.A." as the response; "N.A.," however, should not be used to avoid a negative answer.
- marginal notes may be added whenever helpful.

For "sample pages," see the Table of Contents. Some of the terms (as used in this instrument) are defined in the glossary at the back of the manual.

Part 3. Analysis

After studying all of their preliminary assessments, the subcommittee discusses and composes a draft response to the three items: the strengths or highest attainments, the deficiencies or lowest attainments, the areas that need immediate attention or long-range planning. Ordinarily "immediate" indicates one year or less; "long-range" means two or more years.

Finally, the Religious Education subcommittee submits its completed report to the Total Teaching/Learning chairperson. That subcommittee will then summarize overall strengths and deficiencies of the total teaching/learning program.

A draft of the total section—including responses generated during Awareness, Assessment, Analysis—is submitted for the critique of the faculty and staff as well as any other knowledgeable parties. The critique may use the form of individual routed copies, a hearing, small group discussions, etc. The Coordinating Committee is consulted whenever meetings are desired to facilitate scheduling without overburdening unnecessarily.

The subcommittee revises its report as needed and prepares a copy for the Coordinating Committee, who may either request additional revision or may approve the report. It is possible, of course, that other areas of the study may suggest slight alterations of the "approved" subcommittee report. After all areas are approved, the Coordinating Committee arranges for final editing and typing.

Part 1. Awareness

A. Brief report of readiness activities you have used:

B. Please respond, drawing from information and documents that the school currently possesses as well as from the lived experiences of the faculty and students. When appropriate, charts may be used and summary sheets may be attached.

Content

1. What is the basis of your curriculum?
   _____ textbook
   _____ arch/diocesan guidelines
   _____ locally developed units
   _____ other (specify):

2. Attach (or indicate where available) one of the following:
   - a course outline for each level
   - a scope and sequence chart—noting any additions, deletions, modifications
   - a chart of desired student outcomes for each level
   - a copy of the goals/objectives for the subject area
   - a listing of content emphasized at each level

Materials

3. Complete a basal series chart (Form D 1 or another available form) or simply list the principal teaching materials (with copyright date) for each level.
4. Complete a supplementary materials chart (Form D 2 or another available form) or briefly describe the kind of supplementary materials used regularly. Include audiovisual materials and computer software.

Methods

5. List the types of teaching/learning activities which are regularly used in this subject area:

6. Teaching/learning activities can facilitate learning in three domains:
   - cognitive (knowledge, comprehension, application, etc.)
   - affective (responding, valuing, etc.)
   - psychomotor (motor skill development, coordination, etc.)

   To what extent do the above activities (#5) reflect a cognitive/affective/psychomotor balance that is suitable to this subject area?

Student Needs/Outcomes

7. Refer to findings of the prior section, "The Catholic School as Community" to review any background of the students that relates to this subject: ethnic background, religion, stability, goals, withdrawal patterns, and family/home factors. Also study the chart of ability test scores.

   How does this subject—with its present content, materials, and/or methods—meet the needs of the students in general?

8. Specify the ways in which this subject adapts its content, materials, and/or methods to meet special student needs.

   Consider whatever needs exist within your student body; e.g.,
   - diverse abilities and motivational levels
   - differing learning styles
   - varied religious, ethnic, socio-economic, educational, and language backgrounds.

9. Describe recent progress and the current level of student achievement in this subject area. Use evidence from test scores—REOI/REDI (Forms D 3-4) or other testing if applicable, feedback from receiving high school(s), parental/community feedback, teacher observation, student questionnaires, or other sources.

Part 2. Assessment

Essential Criteria	—Level of Present—Attainment—
CONTENT	
1. The religion curriculum adheres to Catholic Christian tradition and current Church teaching.	1 (low) 2 3 4 (high) 5
2. The religion curriculum includes Scripture, doctrine, morality, sacraments, prayer, liturgy, and social teachings.	1 (low) 2 3 4 (high) 5
3. The religion curriculum includes an appropriate balance of knowledge, skills, and values.	1 (low) 2 3 4 (high) 5
4. The religion curriculum teaches personal prayer and offers formation opportunities suited to the development of the students (e.g., retreat days).	1 (low) 2 3 4 (high) 5
5. Varied forms of public prayer and worship are taught and experienced; e.g., Eucharist, prayer services, liturgical dance, sacred expression through art and music.	1 (low) 2 3 4 (high) 5
6. Religion classes are relevant and prepare students to live in the present and future world.	1 (low) 2 3 4 (high) 5
7. Social justice concerns are integrated into appropriate areas of the religion curriculum.	1 (low) 2 3 4 (high) 5
8. The curriculum includes examination of a personal Christian life-style—patterns of consumption, conservation, sharing, leisure, and celebration.	1 (low) 2 3 4 (high) 5
9. The religion curriculum includes the dimensions of Christian witness and service within and beyond the school.	1 (low) 2 3 4 (high) 5
10. Some sound, systematic plan (cf. Part 1, B2) serves as a basis for a sequential religion curriculum.	1 (low) 2 3 4 (high) 5

D Teaching/Learning—Religious Education

Essential Criteria	—Level of Present— —Attainment—
MATERIALS	
11. A variety of materials/media is used to help students meet the learning objectives.	1 (low) 2 3 4 (high) 5
12. Resources (books, audio-visuals, and other materials) are adequate in quantity and quality for religion.	1 (low) 2 3 4 (high) 5
13. The religion curriculum utilizes learning resources beyond the classroom.	1 (low) 2 3 4 (high) 5
14. The religion curriculum includes methods that help the student develop in faith, form a mature/correct conscience, and apply moral decision-making skills.	1 (low) 2 3 4 (high) 5
METHODS	
15. Teachers provide for correlating religion with other subject areas.	1 (low) 2 3 4 (high) 5
16. The religion curriculum includes faculty and parental involvement.	1 (low) 2 3 4 (high) 5
STUDENT NEEDS/OUTCOMES	
17. The content, materials, and methods in religion are suited to the students' ability and readiness levels.	1 (low) 2 3 4 (high) 5
18. Students' progress and achievement in religion is in accord with their potential.	1 (low) 2 3 4 (high) 5

Essential Criteria	—Level of Present— —Attainment—
SUMMARY	
19. The teaching/learning program in the subject area of religion reflects the philosophy of the school.	1 (low) 2 3 4 (high) 5

Any desired explanation(s) related to the above section:

List and assess other related criteria (if any) from arch/diocesan, state, regional, local sources.

Part 3. Analysis

Review your responses to Parts 1 and 2 of this section and compare them with your philosophy and objectives; then answer these questions:

1. What are your strengths or highest attainments in this area? Explain and give examples.

2. What are your deficiencies or lowest attainments in this area? Explain and give examples.

3. How will you assure improvement and future growth in this area?
   a. What needs *immediate* attention? Briefly suggest one practical approach for each.

   b. What needs *long-range* planning? Briefly outline one suggested course of action for each.

The teaching/learning program—Specific subject area

Introduction

An essential part of the Catholic school is the teaching/learning program. To study it thoroughly, it will be necessary to look at the specific areas of study as well as the total teaching/learning program—always keeping a view to the school philosophy, the student needs, elements of effective education, and curricular requirements.

Section D—because it encompasses many elements—has three subsections:

1. Teaching/Learning—Total
2. Teaching/Learning—Religious Education
3. Teaching/Learning—Specific Subject Areas
   (Subject areas may be grouped, if desired; e.g., language arts, fine arts.)

The following special procedure should be used:

1. **Preliminary activities by the Total Teaching/Learning Subcommittee**

   Prior to the completion of specific subject area forms, the subcommittee for Total Teaching/Learning should handle the preparation that relates to all or most subjects:

   a. organize and submit to the subcommittees for specific subject areas the following data:
      1) the results of the broader community survey which are significant for this section
      2) data from Section B: The Catholic School as Community regarding students' ethnic background, religion, stability, goals, withdrawal patterns, and family/home factors
      3) the completed Forms D 5 and D 6 (or other available forms) with *composite* ability and achievement test data
      4) applicable state and arch/diocesan requirements and recommendations related to content, class time, etc.

   b. coordinate Readiness Activities #1 and #3 (regarding teaching/learning in general) or other general readiness activities

2. **Activities by the specific subject area subcommittees**

   The subcommittees for specific subject areas should apply the general findings to their specific subject area:

   a. participate in preparation on the general teaching/learning level
      1) study the data gathered by the Total Teaching/Learning Subcommittee that applies to the specific subject area
      2) participate in any readiness activities coordinated by the Total Teaching/Learning Subcommittee

   b. develop the specific subject area report
      1) conduct Readiness Activities #2 and #3 (regarding the specific subject area) or other appropriate readiness activities
      2) complete the specific subject area report—Parts 1, 2, and 3

3. **Summary activities by the Total Teaching/Learning Subcommittee**

The Total Teaching/Learning Subcommittee then develops a composite view of the overall teaching/learning program in the school by completing two final steps:

a. study all subject area reports
b. complete the remainder of the Total Teaching/Learning report.

OTHER SUGGESTED READINESS ACTIVITIES

In addition to the above, all involved may

- review the current curriculum, materials, and methods;
- look anew at the current approach in light of the school philosophy as well as student needs and outcomes;
- update and deepen awareness of research about effective teaching/learning programs.

Some suggested activities follow:

1. **Recent research in education**

The subcommittee (in communication with the Coordinating Committee) invites an outside consultant to address the faculty on recent research in education; e.g.,

- integration of values within the curriculum
- variety of teaching/learning styles
- current trends in a specific discipline
- matching content and assignments to specific students
- procedures for measuring student outcomes

2. **Requirements and recommendations**

The faculty reviews recent copies of state and arch/diocesan curriculum guidelines and/or the content recommended for the elementary level by various professional associations.

3. **Student sampling**

The faculty asks a sampling of students to state what they like best about the teaching/learning program in the school and what they would like to see changed.

The Teaching/Learning Program—Specific Subject Area: _____

Completed by the following subcommittee:

Chairperson: _____

Members: _____

_____

_____

Directions for Completing This Section

This section uses a three-step process to complete the forms:

Part 1. Awareness

Essential for building a common background and basic understanding among the evaluators, the awareness step focuses on available facts, materials, and ideas. Activities motivate and prepare the evaluators so they can openly and perceptively proceed with assessment. As a minimum, the subcommittee should brainstorm, then determine the information that would be most helpful and the best sources for obtaining it.

The subcommittee chairperson, in conference with the Total Teaching/Learning Chairperson, plans any awareness activities which would be helpful for the total faculty/staff and/or the subcommittee. (See prior pages for suggestions.)

Written summaries help to clarify the status; sometimes summary statements or documents are requested. Within the awareness phase, the subcommittee is asked to participate in and record readiness activities, both general and specific to the subject area.

Part 2. Assessment

After reviewing the available data, the subcommittee assesses each of the criteria including any added locally—using available means of measuring uncertain areas; e.g., small group discussion with others, questionnaires, observation.

The assessment scale of 1 (low) through 5 (high) is intended to visually present how the school views its attainment of each criterion. Any marking system may be agreed upon for the school study, for example:

- an "x" over a specific number
- a check mark anywhere on the line
- an "average" reached by those involved, such as 2.5. (Ratings of some criteria by parental or other surveys—although reflected in the assessment—may also be reported near the criteria.)

In general, the assessment step should present an accurate picture of the school's present attainment; the instrument should be used and supplemented in any manner that best achieves that purpose:

- clarifications and/or explanations may be added, whenever desired, after subgroups of criteria;

- subcommittees may mark code letters (e.g., "F" for faculty, "S" for students) to indicate that their assessment varies for two groups named in a statement;
- generally the subcommittees should try to mark one assessment reflecting *overall* school attainment; if, however, the attainment varies considerably among levels (e.g., primary, intermediate, junior high), the subcommittees should so indicate by using a code or adding a comment;
- if a question and/or criterion does not apply to the situation, write "N.A." as the response; "N.A.," however, should not be used to avoid a negative answer.
- marginal notes may be added whenever helpful.

For "sample pages," see the Table of Contents. Some of the terms (as used in this instrument) are defined in the glossary at the back of the manual.

Part 3. Analysis

After studying all of their preliminary assessments, the subcommittee discusses and composes a draft response to the three items: the strengths or highest attainments, the deficiencies or lowest attainments, the areas that need immediate attention or long-range planning. Ordinarily "immediate" indicates one year or less; "long-range" means two or more years.

Finally, the subject area subcommittee submits its completed report to the Total Teaching/Learning chairperson. That subcommittee will then summarize overall strengths and deficiencies of the total teaching/learning program.

A draft of the total section—including responses generated during Awareness, Assessment, Analysis—is submitted for the critique of the faculty and staff as well as any other knowledgeable parties. The critique may use the form of individual routed copies, a hearing, small group discussions, etc. The Coordinating Committee is consulted whenever meetings are desired to facilitate scheduling without overburdening unnecessarily.

The subcommittee revises its report as needed and prepares a copy for the Coordinating Committee, who may either request additional revision or may approve the report. It is possible, of course, that other areas of the study may suggest slight alterations of the "approved" subcommittee report. After all areas are approved, the Coordinating Committee arranges for final editing and typing.

Part 1. Awareness

A. Brief report of readiness activities you have used:

B. For each subject area, the faculty responds to the following nine items. Subject areas can be grouped if desired; e.g., language arts, fine arts. The answers can be drawn from information and documents that the school currently possesses as well as from the lived experience of the faculty and students. When appropriate, charts or forms may be used and summary sheets may be attached.

Content

1. What is the basis of your curriculum?
   ____ textbook
   ____ arch/diocesan guidelines
   ____ locally developed units
   ____ other (specify):

2. Attach (or indicate where available) one of the following:
   - a course outline for each level
   - a scope and sequence chart—noting any additions, deletions, modifications
   - a chart of desired student outcomes for each level
   - a copy of the goals/objectives for the subject area
   - a listing of content emphasized at each level

Materials

3. Complete a basal series chart (Form D 1 or another available form) or simply list the principal teaching materials (with copyright date) for each level.
4. Complete a supplementary materials chart (Form D 2 or another available form) or briefly describe the kind of supplementary materials used regularly. Include audiovisual materials and computer software.

Methods

5. List the types of teaching/learning activities which are regularly used in this subject area:

6. Teaching/learning activities can facilitate learning in three domains:
   - cognitive (knowledge, comprehension, application, etc.)
   - affective (responding, valuing, etc.)
   - psychomotor (motor skill development, coordination, etc.)

   To what extent do the above activities (#5) reflect a cognitive/affective/psychomotor balance that is suitable to this subject area?

Student Needs/Outcomes

7. Refer to findings of the prior section, "The Catholic School as Community" to review any background of the students that relates to this subject: ethnic background, religion, stability, goals, withdrawal patterns, and family/home factors. Also study the chart of ability test scores.
   How does this subject—with its present content, materials, and/or methods—meet the needs of the students in general?

8. Specify the ways in which this subject area adapts its content, materials, and/or methods to meet special student needs.
   Consider whatever needs exist within your student body; e.g.,
   - diverse abilities and motivational levels
   - differing learning styles
   - varied religious, ethnic, socio-economic, educational, and language backgrounds.

9. Describe recent progress and the current level of student achievement in this subject area. Use evidence from test scores—ability and achievement (Forms D 5-6), feedback from receiving high school(s), parental/community feedback, teacher observation, student questionnaires, or other sources.

Integration of Gospel Values

10. Because "it is precisely in the Gospel of Christ . . . that the Catholic school finds its definition," (*The Catholic School*), a Catholic school should examine its Gospel orientation during a self-study. Gospel values are those clearly evident in the teaching and modeling of Jesus Christ; for example, reconciliation, justice, courage, love, hope, faith, and many others.

    a. Gospel values can be taught *implicitly* in every classroom; that is, they can be modeled through interaction in the teaching/learning process. Explain how classes in this subject area implicitly reflect and support Gospel values.

    This question is directed to subject areas in which Gospel values can be taught *explicitly*; that is, they relate to the content matter (e.g., social studies, science).

    b. Specify how this subject area is regularly and appropriately integrated with related Gospel values.

Part 2. Assessment

Essential Criteria

—Level of Present—
—Attainment—

CONTENT

1. The content of this subject area is relevant, appropriate, and prepares students to live in the present and future world.

   1 (low) 2 3 4 (high) 5

2. This curriculum includes an appropriate balance of knowledge, skills, attitudes, and values.

   1 (low) 2 3 4 (high) 5

3. Some sound, systematic plan (cf. Part 1, B2) serves as a basis for a sequential curriculum.

   1 (low) 2 3 4 (high) 5

MATERIALS

4. Resources (books, audio-visuals, other materials and equipment) are adequate in quantity and quality for this subject area.

   1 (low) 2 3 4 (high) 5

5. A variety of materials/media is used to help students meet the learning objectives.

   1 (low) 2 3 4 (high) 5

6. This curriculum utilizes resources beyond the classroom.

   1 (low) 2 3 4 (high) 5

METHODS

7. The methods are appropriate and effective for this subject area.

   1 (low) 2 3 4 (high) 5

8. This subject area includes methods that develop higher levels of thinking and judging.

   1 (low) 2 3 4 (high) 5

9. The teachers provide for correlating this subject area with other subject areas when appropriate.

   1 (low) 2 3 4 (high) 5

STUDENT NEEDS/OUTCOMES

10. The content, materials, and methods in this subject area are suited to the students' ability and readiness levels.

    1 (low) 2 3 4 (high) 5

11. Students' progress and achievement in this subject area is in accord with their potential.

    1 (low) 2 3 4 (high) 5

Essential Criteria — Level of Present— —Attainment—

INTEGRATION OF GOSPEL VALUES

The following criteria are directed to subject areas in which Gospel values can be taught *explicitly*; that is, they clearly relate to the content matter (e.g., social studies, science):

12. Gospel values are regularly and appropriately integrated within this subject area.

1 (low) 2 3 4 (high) 5

13. Social justice concerns are integrated into appropriate areas of this subject matter.

1 (low) 2 3 4 (high) 5

14. Classroom textbooks and materials support Gospel values and are supplemented as needed.

1 (low) 2 3 4 (high) 5

SUMMARY

15. The teaching/learning program in the area of _____ reflects the philosophy of the school.

1 (low) 2 3 4 (high) 5

Any desired explanation(s) related to the above section:

List and assess other related criteria (if any) from arch/diocesan, state, regional, local sources.

Part 3. Analysis

Review your responses to Parts 1 and 2 of this section and compare them with your philosophy and objectives; then answer these questions:

1. What are your strengths or highest attainments in this area? Explain and give examples.

2. What are your deficiencies or lowest attainments in this area? Explain and give examples.

3. How will you assure improvement and future growth in this area?
   a. What needs *immediate* attention? Briefly suggest one practical approach for each.

   b. What needs *long-range* planning? Briefly outline one suggested course of action for each.

FORM D 1

DATE: _____

Basal Series Used for Instruction in _____
(subject)

LEVEL	TITLE	PUBLISHER	COPYRIGHT DATE*	CLASS ORGANIZATION	NUMBER OF INSTRUCTIONAL GROUPS	TEACHER(S)	COMMENTS
Pre-K							
K							
1st							
2nd							
3rd							
4th							
5th							
6th							
7th							
8th							

Class Organization = self contained, departmental, cross graded

FORM D 2

DATE: _____

Supplementary Materials Used in _____
(subject)

LEVEL	BRIEF DESCRIPTIONS OF THE KIND OF MATERIALS *USED REGULARLY*
Pre-K	
K	
1st	
2nd	
3rd	
4th	
5th	
6th	
7th	
8th	

YEAR OF SURVEY _____

REOI Summary Sheet

RELIGIOUS KNOWLEDGE SUMMARY BY DOMAIN AVERAGES

Using REOI Report D-1, complete the following with the *percent* of correct answers (class average):

	GOD	CHURCH	SACRAMENTS	CHRISTIAN LIFE	SACRED SCRIPTURE	RE TERMS
CLASS 1	____	_____	_____	_____	_____	_____
CLASS 2	____	_____	_____	_____	_____	_____
CLASS 3	____	_____	_____	_____	_____	_____
CLASS 4	____	_____	_____	_____	_____	_____

RELIGIOUS KNOWLEDGE SUMMARY ITEM BY ITEM

Using REOI Report E-1, compute and complete the following based on correct answers(*):

		DOMAINS IN WHICH THESE ITEMS OCCURRED:
A) Number of difficult items (those answered correctly by less than 50% of students)	_____	_____
B) Number of middle-difficulty items (those answered correctly by 50-80% of students)	_____	_____
C) Number of easy items (those answered correctly by 81% or more of students)	_____	_____

BELIEFS/ATTITUDES SUMMARY

Using Report F-1, complete the following:

		CONTENT OF ITEMS:
A) Number of items answered as expected: (for explanation of "expected," see Interpretation Guide, p. 4)	_____	_____
B) Number of items in disagreement with expectations:	_____	_____

FORM D 4

YEAR OF SURVEY _____

R E D I Summary Sheet

RELIGIOUS KNOWLEDGE SUMMARY BY DOMAIN AVERAGES

Using REDI Report AL-1, complete the following with the *percent* of correct answers (class average):

	GOD	CHURCH	SACRAMENTS	CHRISTIAN LIFE	SACRED SCRIPTURE	RE TERMS
CLASS 1	____	_____	_____	_____	_____	_____
CLASS 2	____	_____	_____	_____	_____	_____
CLASS 3	____	_____	_____	_____	_____	_____
CLASS 4	____	_____	_____	_____	_____	_____

RELIGIOUS KNOWLEDGE SUMMARY ITEM BY ITEM

Using REDI Report BL-1, compute and complete the following based on correct answers(*):

		DOMAINS IN WHICH THESE ITEMS OCCURRED:
A) Number of difficult items (those answered correctly by less than 50% of students)	_____	_____
B) Number of middle-difficulty items (those answered correctly by 50-80% of students)	_____	_____
C) Number of easy items (those answered correctly by 81% or more of students)	_____	_____

RELIGIOUS PERCEPTIONS SUMMARY

Using REDI Report CL-1 and first table on Page 8 of guide, complete the following:

Most students see God as _____

Most students see questions of right and wrong in terms of _____

BELIEFS/ATTITUDES SUMMARY

Using Reports DL/EL-1, complete the following:

		CONTENT OF ITEMS:
A) Number of items answered as expected: (for explanation of "expected," see Interpretation Guide, p. 5)	_____	_____
B) Number of items in disagreement with expectations:	_____	_____

PARENT CONFERENCES SUMMARY

Number of conferences held _____ Number of conferences held with child present _____

Ability Test Scores

FORM D 5

TEST: _____

Key:
V = Verbal
Q = Quantitative
NV = Non-verbal

Please place the number of students from each grade level who score in a given band on the chart below.

TESTING GRADE /Q/

		70-74	75-79	80-84	85-89	90-94	95-99	100-104	105-109	110-114	115-119	120-124	125-129	130-134	135-139	140-144	145-149	150 +
8	V																	
	Q																	
	NV																	
7	V																	
	Q																	
	NV																	
6	V																	
	Q																	
	NV																	
5	V																	
	Q																	
	NV																	
4	V																	
	Q																	
	NV																	
3	V																	
	Q																	
	NV																	
2	V																	
	Q																	
	NV																	
1	V																	
	Q																	
	NV																	

SCHOOL TOTALS

/ %

V Below 90 /
V 91-110 /
V 111-130 /
V 131 + /

Q Below 90 /
Q 91-110 /
Q 111-130 /
Q 131 + /

NV Below 90 /
NV 91-110 /
NV 111-130 /
NV 131 + /

FORM D 6

Achievement Test Scores

_____ Subject Area _____

Test:

Testing Date:

_____ Composite

Please place the number of students who score in each grade equivalent band in the chart below.

PERCENTILES/ STANINES GRADE EQUIVALENT BANDS	.5-.9	1.0-1.4	1.5-1.9	2.0-2.4	2.5-2.9	3.0-3.4	3.5-3.9	4.0-4.4	4.5-4.9	5.0-5.4	5.5-5.9	6.0-6.4	6.5-6.9	7.0-7.4	7.5-7.9	8.0-8.4	8.5-8.9	9.0-9.4	9.5-9.9	10.0-10.4	10.5-10.9	11.0-11.4	11.5-11.9	12.0-12.4	12.5-12.9	# BELOW SHADED BOXES	% BELOW SHADED BOXES	# IN SHADED BOXES	% IN SHADED BOXES	# ABOVE SHADED BOXES	% ABOVE SHADED BOXES
GRADE																														
8																														
7																														
6																														
5																														
4																														
3																														
2																														
1																														

Total Number Below Grade Level _____ Total % Below Grade Level _____

Total Number On Grade Level _____ Total % On Grade Level _____

Total Number Above Grade Level _____ Total % Above Grade Level _____

Organizational services

Introduction

Overall school organization is the basis upon which the Catholic school effectively and efficiently operates. This section includes all of those resources which facilitate the overall management and organizational functions of the school. Organizational services include not only the productive use of time, space, finances, and planning—but also the proper management of those people who serve Catholic schools in a variety of ways.

SUGGESTED READINESS ACTIVITIES

To complete this report, all involved should

- look afresh at the school as a whole—the place, the people, the services.
- review the current roles, responsibilities, and procedures related to the school's overall organization and services.

Some suggested activities follow:

1. **Awareness walk**
   Either alone or as a group, the self-study committee, thoughtfully tours the school with paper and pencil in hand. During this walk-through, each participant jots down all that he/she notes that constructively contributes to effective total school organization. (e.g., uncluttered hallways, posted schedules, accessible teaching materials, constructive quiet, etc.) A serious thirty-minute tour should produce ample examples of school organization. A sharing session with the entire evaluation group would conclude this activity and should actively raise new ideas in this critical area.
2. **Trivia quiz**
   The subcommittee develops a trivia quiz, based on questions about school organization. Examples of questions might be: Name your School Board President; What is the per-pupil cost in this school?; Who is the Diocesan Superintendent?; Where is the nearest fire station? Ten or twelve questions should prove an informative and fun way to increase awareness and involvement in this area.
3. **Write-a-job**
   Present the total self-study committee with job description forms (blank) for principal, assistant principal, board chairperson, Pastor, custodian, and secretary. Distribute one or two forms at random to each group. Ask them to complete job descriptions for the positions they received, giving particular attention to the job as it relates to the school organization area. Sharing of specifics and scope of these people will prove valuable in facilitating discussion in this area.
4. **What to do**
   An "ombudsman" is described as a person who facilitates better order and coordination in a given organization or institution. If you had such a person on your staff, what jobs would give him/her to do?

5. **Fish bowl dreams and dilemmas**

Each self-study member is given two slips of paper. On one piece he/she describes one "dream area" of school organization that really helps to facilitate his/her performance as teacher, parent, etc. On the other sheet, a "dilemma area" is described. This area of organization presents a roadblock to his/her effectiveness and efficiency. All slips are placed in a fish bowl. Team members draw slips randomly; a dream or dilemma is read and discussed. Constructive reactions are noted; awareness of overall school organization and what it means to committee members is heightened.

Organizational Services

Completed by the following subcommittee:

Chairperson: _____

Members: _____

_____

_____

Directions for Completing This Section

This section uses a three-step process to complete the forms:

Part 1. Awareness

Essential for building a common background and basic understanding among the evaluators, the awareness step focuses on available facts, materials, and ideas. Activities motivate and prepare the evaluators so they can openly and perceptively proceed with assessment. As a minimum, the subcommittee should brainstorm, then determine the information that would be most helpful and the best sources for obtaining it.

The subcommittee chairperson, in conference with the Coordinating Committee, plans any awareness activities which would be helpful for the total faculty/staff and/or the subcommittee. (See prior pages for suggestions.)

Written summaries help to clarify the status; sometimes summary statements or documents are requested. Within each awareness section, the subcommittee is asked to record which readiness activities were used.

Part 2. Assessment

The subcommittee assesses each of the criteria including any added locally—using available means of measuring uncertain areas; e.g., small group discussion with others, questionnaires, observation.

The assessment scale of 1 (low) through 5 (high) is intended to visually present how the school views its attainment of each criterion. Any marking system may be agreed upon for the school study, for example:

- an "x" over a specific number
- a check mark anywhere on the line
- an "average" reached by those involved, such as 2.5. (Ratings of some criteria by parental or other surveys—although reflected in the assessment—may also be reported near the criteria.)

In general, the assessment step should present an accurate picture of the school's present attainment; the instrument should be used and supplemented in any manner that best achieves that purpose:

- clarifications and/or explanations may be added, whenever desired, after subgroups of criteria;
- subcommittees may mark code letters (e.g., "F" for faculty, "S" for students) to indicate that their assessment varies for two groups named in a statement;
- generally the subcommittees should try to mark one assessment reflecting *overall* school attainment; if, however, the attainment varies considerably among levels (e.g., primary, intermediate, junior high), the subcommittees should so indicate by using a code or adding a comment;

- if a question and/or criterion does not apply to the situation, write "N.A." as the response; "N.A.," however, should not be used to avoid a negative answer.
- marginal notes may be added whenever helpful.

For "sample pages," see the Table of Contents. Some of the terms (as used in this instrument) are defined in the glossary at the back of the manual.

Part 3. Analysis

After studying all of their preliminary assessments, the subcommittee discusses and composes a draft response to the three items: the strengths or highest attainments, the deficiencies or lowest attainments, the areas that need immediate attention or long-range planning. Ordinarily "immediate" indicates one year or less; "long-range" means two or more years.

A draft of the total section—including responses generated during Awareness, Assessment, Analysis—is submitted for the critique of the faculty and staff as well as any other knowledgeable parties. The critique may use the form of individual routed copies, a hearing, small group discussions, etc. The Coordinating Committee is consulted whenever meetings are desired to facilitate scheduling without overburdening unnecessarily.

The subcommittee revises its report as needed and prepares a copy for the Coordinating Committee, who may either request additional revision or may approve the report. It is possible, of course, that other areas of the study may suggest slight alterations of the "approved" subcommittee report. After all areas are approved, the Coordinating Committee arranges for final editing and typing.

Part 1. Awareness

A. Brief report of readiness activities you have used:

B. Before completing the following sections, gather any of these resources which presently exist. On the list below, indicate which are available for study by the visiting team.

____ Current arch/diocesan policies and regulations
____ Current school policies and regulations
____ Faculty handbook
____ Student/parent handbook
____ Grievance procedures (if not included in above)
____ Current school budget and financial report, salary scale
____ Long-range (3-5 year) plan—administrative, instructional, financial, etc.
____ Schedules—teachers, students, services
____ Copy of report card, permanent record, other student reports, health form
____ Sample of regularly used teacher forms—evaluation, contract, etc.
____ Completed individual faculty profiles (suggested form B 8)
____ Descriptive brochure about the school
____ Flowchart of school organization

C. Personnel Resources

For each of the following, present the current role, responsibilities, related procedures—in short, any elements important to understanding the current organizational picture of the school. If this is clearly indicated in an existing school document, merely refer to or append the appropriate pages. If not, write a brief but complete description. Some sample elements are indicated to help you begin.

1. Faculty (e.g., selection process, assignment, inservice, evaluation)
2. Principal (e.g., selection process, preparation, supervision and evaluation of instructional program, coordination of efforts)
3. Other administrators (e.g., assistant/vice-principal, coordinators)
4. Other staff (e.g., secretarial, custodial, food, transportation, health, and financial services)
5. Students (e.g., admissions, pattern of enrollment, groupings, reporting procedures, discipline procedures, records, counseling opportunities, referral services, student activities or clubs)
6. Parents (e.g., involvement, communication, parent associations, parent education)
7. Paraprofessionals—paid and volunteer (e.g., recruitment, selection, evaluation, role description, inservice)
8. School board members—(e.g., level of authority, procedures, relationships, areas of responsibility, grievance procedures, inservice)
9. Clergy (e.g., involvement, relationships)

D. Supporting Resources

For each of the following resources, describe how it currently operates within the school. If a description exists in a school document, merely refer to or append the appropriate pages. If not, write a brief but complete description. Some sample elements are indicated to help you begin.

1. Finances* (e.g., budgeting process, involvement, and procedures; income sources, salary scale, tuition plans, per-pupil cost; etc.)
2. Long-range planning (e.g., involvement, development, recruitment, future financial viability)
3. Public relations (e.g., media, newsletters, brochures)
4. Facilities (e.g., adequacy, custodial care, cleanliness, preventive maintenance plan, health, safety)
5. Scheduling (e.g., annual calendar, length and organization of school day, priorities, scheduling of classes, coordination of activities)
6. Governmental programs* (e.g., type, extent of services, number served, involvement in planning)

*Much of this information may have been compiled for the NCEA Standard School Survey Form. Use Form E 1 in this section of the manual or other available forms.

Part 2. Assessment

Essential Criteria

—Level of Present—
—Attainment—

ADMINISTRATION

1. The principal organizes and supervises the total school program with a focus on assuring that the school philosophy is reflected in regular school activities.

   1 (low) 2 3 4 (high) 5

2. The following administrative procedures exhibit a concern for religious as well as professional development of personnel:

   Selection

   1 (low) 2 3 4 (high) 5

   Preparation

   1 (low) 2 3 4 (high) 5

   In-service formation

   1 (low) 2 3 4 (high) 5

   Evaluation

   1 (low) 2 3 4 (high) 5

3. The priorities reflected in budgeting, scheduling of time, hiring, and assignment of personnel are in accord with the school philosophy.

   1 (low) 2 3 4 (high) 5

Any desired explanation(s) related to the above sub-section:

PERSONNEL

4. Clergy in the parish(es) are supportive of the school and participate in appropriate ways.

   1 (low) 2 3 4 (high) 5

5. Teachers possess appropriate qualifications for their teaching assignments.

   1 (low) 2 3 4 (high) 5

6. All school personnel—including volunteers—know and follow a Christian code of ethics.

   1 (low) 2 3 4 (high) 5

7. Paraprofessionals—paid and volunteer—are sufficiently prepared and effectively employed.

   1 (low) 2 3 4 (high) 5

E Organizational Services

Essential Criteria — Level of Present — Attainment

ACTIVITIES

8. The cycles of the liturgical year are celebrated.
   1 (low) 2 3 4 (high) 5

9. The Eucharist is an integral part of the school's prayer life.
   1 (low) 2 3 4 (high) 5

10. Faith elements are naturally and appropriately integrated within the co-curricular and extra-curricular activities.
    1 (low) 2 3 4 (high) 5

11. Service organizations exist as choices for co-curricular or extra-curricular activities.
    1 (low) 2 3 4 (high) 5

12. Sports activities reflect the planning of the school.
    1 (low) 2 3 4 (high) 5

13. Faculty, other staff, board members, and parents have awareness and information sessions on social justice concerns within Church teaching.
    1 (low) 2 3 4 (high) 5

Any desired explanation(s) related to the above sub-section:

PARENTS

14. The practices of the school reflect the reality that parents are the primary educators of their children.
    1 (low) 2 3 4 (high) 5

15. Parents are involved in important aspects of the school program.
    1 (low) 2 3 4 (high) 5

If a parent organization exists—

16. The parent organization meets regularly and keeps parents informed of important school and family information.
    1 (low) 2 3 4 (high) 5

Essential Criteria	—Level of Present— —Attainment—
17. Parent organizations give appropriate emphasis to educational and spiritual programs.	1 (low) 2 3 4 (high) 5

Any desired explanation(s) related to the above sub-section:

SERVICES

18. Available opportunities for guidance and counseling meet the needs of the students.	1 (low) 2 3 4 (high) 5
19. Students with specific learning disabilities are assisted or referred to appropriate agencies.	1 (low) 2 3 4 (high) 5
20. Good nutritional practices are encouraged through whatever lunch program has been chosen.	1 (low) 2 3 4 (high) 5
21. Essential health records are maintained with appropriate followup when required.	1 (low) 2 3 4 (high) 5
22. Custodial Services assure cleanliness and prompt maintenance.	1 (low) 2 3 4 (high) 5
23. The school has adequate secretarial service.	1 (low) 2 3 4 (high) 5
24. Arch/diocesan educational services are utilized.	1 (low) 2 3 4 (high) 5
25. Transportation services meet all applicable safety requirements.	1 (low) 2 3 4 (high) 5
26. Governmental programs benefit the students involved.	1 (low) 2 3 4 (high) 5

Any desired explanation(s) related to the above sub-section.:

Essential Criteria	—Level of Present— —Attainment—

PLANNING AND FINANCE

27. Definite plans are formed to assure the continuity of the school through careful stewardship of all resources such as:

Finances — 1 (low) 2 3 4 (high) 5

Plant — 1 (low) 2 3 4 (high) 5

Personnel — 1 (low) 2 3 4 (high) 5

Time — 1 (low) 2 3 4 (high) 5

28. A well planned recruitment program of students exists. — 1 (low) 2 3 4 (high) 5

29. A well planned recruitment program of teachers is operative. — 1 (low) 2 3 4 (high) 5

30. Long-range (five-year) development plans are formulated. — 1 (low) 2 3 4 (high) 5

31. The Catholic school is searching for ways to extend its opportunities to all interested persons, including those with special needs and the financially and intellectually poor. — 1 (low) 2 3 4 (high) 5

32. A process involving all appropriate parties is formulated to develop the school budget. — 1 (low) 2 3 4 (high) 5

Any desired explanation(s) related to the above sub-section:

POLICIES

33. The school follows applicable policies of the arch/diocesan board and/or office of education. — 1 (low) 2 3 4 (high) 5

34. The policies of the school assist in strengthening interaction of students, teachers, other staff, parents, and clergy.

1 (low) 2 3 4 (high) 5

35. Policies for religious education include faculty and parental involvement.

1 (low) 2 3 4 (high) 5

If a school board or board of education exists:

36. The local board is representative of the composition of the school community.

1 (low) 2 3 4 (high) 5

37. The board understands its role in developing policy as opposed to the implementation of policy through administrative regulations.

1 (low) 2 3 4 (high) 5

38. The board has a procedure for agenda building, writing, and publishing policies.

1 (low) 2 3 4 (high) 5

39. The board organizes opportunities for communication with parents and faculty members.

1 (low) 2 3 4 (high) 5

40. The members of the board make policies in the light of Gospel/Church teachings and the school philosophy.

1 (low) 2 3 4 (high) 5

41. The board meets regularly.

1 (low) 2 3 4 (high) 5

42. Regular opportunities exist for board inservice.

1 (low) 2 3 4 (high) 5

43. The principal serves as executive secretary for the board and keeps all members properly informed.

1 (low) 2 3 4 (high) 5

Any desired explanation(s) related to the above sub-section:

E Organizational Services

Essential Criteria	—Level of Present— —Attainment—
FACILITIES AND GROUNDS	
44. There is a chapel or other area for prayer.	1 (low) 2 3 4 (high) 5
45. Rooms are student-centered in their organization and appearance.	1 (low) 2 3 4 (high) 5
46. The physical environment gives appropriate witness to the Christian dimension.	1 (low) 2 3 4 (high) 5
47. The facilities have adequate space to serve present and projected enrollment.	1 (low) 2 3 4 (high) 5
48. The assignment and use of the available space is conducive to effective instruction.	1 (low) 2 3 4 (high) 5
49. The condition and care of the school facilities satisfy applicable requirements for the health and safety of the school community.	1 (low) 2 3 4 (high) 5
50. Equipment and supervision procedures assure playground and/or gym safety.	1 (low) 2 3 4 (high) 5

Any desired explanation(s) related to the above sub-section:

SUMMARY

51. The policies and practices related to the organizational services reflect the philosophy of the school.	1 (low) 2 3 4 (high) 5

List and assess other related criteria (if any) from arch/diocesan, state, regional, local sources.

Part 3. Analysis

Review your responses to Parts 1 and 2 of this section and compare them with your philosophy and objectives; then answer these questions:

1. What are your strengths or highest attainments in this area? Explain and give examples.

2. What are your deficiencies or lowest attainments in this area? Explain and give examples.

3. How will you assure improvement and future growth in this area?
   a. What needs *immediate* attention? Briefly suggest one practical approach for each.

   b. What needs *long-range* planning? Briefly outline one suggested course of action for each.

FORM E 1

Financial Overview

(From NCEA Standard School Survey Form)

Date _____

J. OPERATING STATEMENT: Exclude PARISH and other figures not related to school. Include income from textbooks, transportation, and Student Services under "All Other Income."			Previous School Year (1) Actual Income	Present School Year (2) Budgeted Income
Income				
1. Tuition, total amount collected or recorded	O	C		
2. Fees, total amount collected or recorded	M	E		
3. Income from gifts, investments, and endowments	I	N		
4. Subsidy (transfer) from parish	T	T		
5. Subsidy (transfer) from diocese		S		
6. Subsidy (transfer) from religious order (do not include Contributed Services)				
7. Government aid				
8. All other income (do not include Contributed Services)				
9. TOTAL INCOME, add lines 1 through 8				
Expenditures Exclude PARISH and other figures not related to school			**(1) Actual Expenses**	**(2) Budgeted Expenses**
10. Instruction—Salaries				
11. Instruction—Other				
12. Operations—Salaries	O	C		
13. Operations—Other	M	E		
14. Maintenance	I	N		
15. Fixed Charges	T	T		
16. Health and Transportation		S		
17. Student Services				
18. TOTAL—add lines 10 through 17				

Ordinary* Tuition and Basic Fees Charged Per Year	Amt.

*e.g. Charge for first student from Catholic family in parish.

Per Pupil Cost for Previous Year

(Total Expenditures ÷ enrollment)

$ _____

K. RANGE OF SALARIES PAID TO FULL TIME LAY TEACHERS FOR CURRENT YEAR	Less than 5,000	5,000 to 5,999	6,000 to 6,999	7,000 to 7,999	8,000 to 8,999	9,000 to 9,999	10,000 to 11,999	12,000 to 13,999	14,000 to 15,999	16,000 and above	TOTAL
1. Full Time Lay Teachers											
2. Gross Salaries Paid To Lay Teachers					(TOTAL—OMIT CENTS)					$	

N. ASSISTANCE FROM PUBLIC SECTOR (If none received, check _____) Check as many as apply.

1. ___ Transportation	2. ___ Instructional Staff	3. ___ Textbooks	4. ___ Other Auxiliary Services
5. ___ Books, and other instructional materials	6. ___ School Lunch	7. ___ Health Staff	8. ___ Pupil Records
9. ___ Use of facilities	10. ___ Aid for Teacher Salaries	11. ___ Other (Specify) _____	

Summary

Completed by the Coordinating Committee

Chairperson: _____

Members: _____

_____

_____

Part 1. Awareness

Introduction

Although areas of the school have been assessed and analyzed in Sections A through E, the school should not conclude its self-evaluation until it uses these parts to form a total picture. This section provides the opportunity to prepare an overall summary which can bring a sense of completion to the staff and present some valuable findings to the visiting team. A graphic summary form is provided as one means of viewing the five assessed areas.

Part 2. Assessment

BASIC CRITERION	—Level of Present—Attainment—
The policy and practices of the total school reflect the stated philosophy.	1 (low) 2 3 4 (high) 5

Part 3. Analysis

Compare your findings in the total self-study, Sections A through E, with your philosophy and objectives; then answer these questions:

1. What do you consider the school's greatest strengths or achievements? List three to five.

F Summary

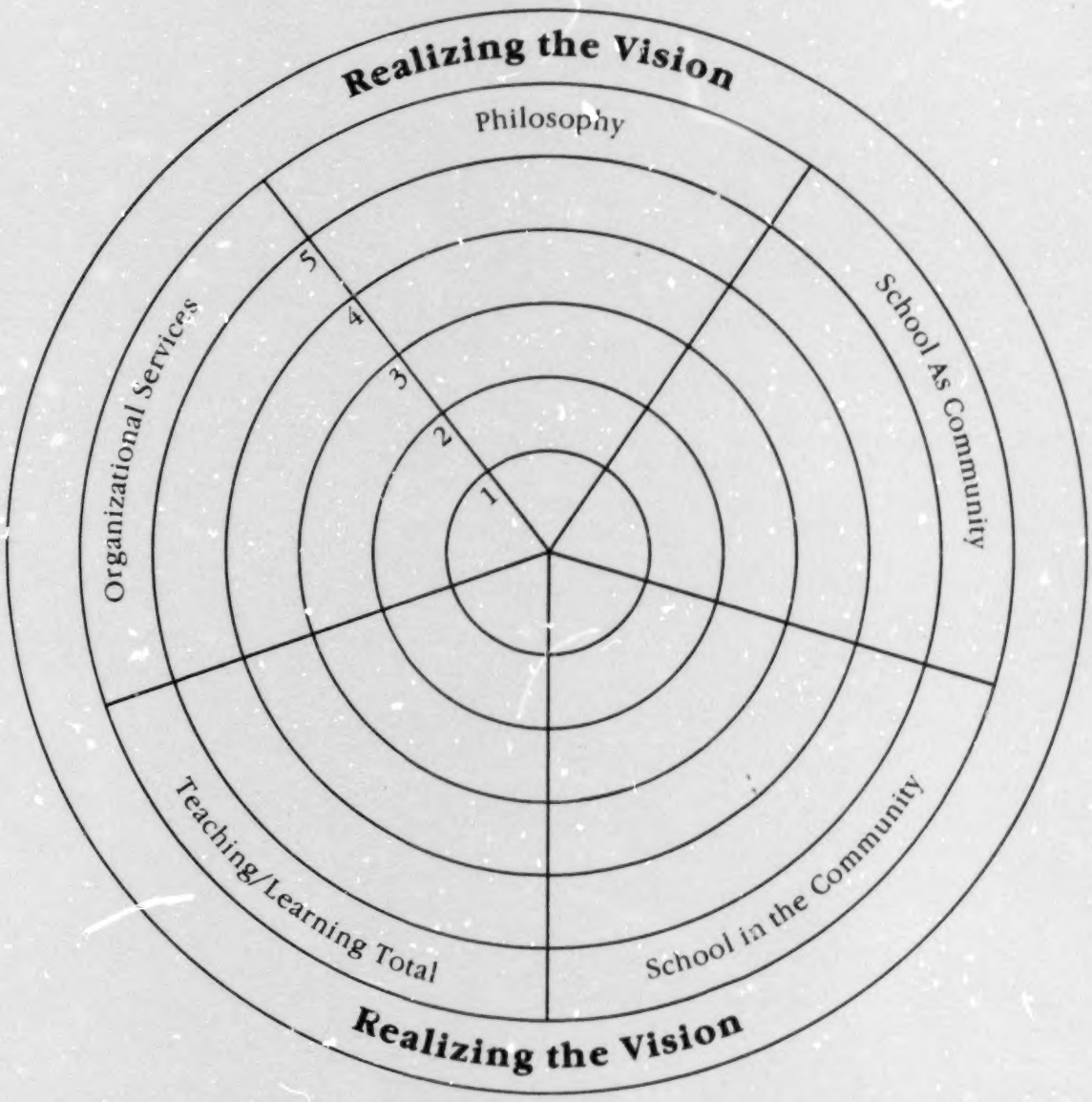
2. What do you consider the greatest deficiencies of the school? List three to five.

3. Which areas in your school need your greatest attention to assure future growth?
   a. Specify which areas need *immediate* attention.

   b. Specify which areas need *long-range* planning.

Graphic Summary

Color or shade this graphic profile, using the *summary* assessment items from each section (A-E) of the instrument.



IV. GUIDE FOR THE COORDINATOR/ CONSULTANT

Ideally, each school initiating a program of self-evaluation will have someone who can help with planning, answer questions, and offer support throughout the process. While not essential, such a consultant can obviously simplify the process and keep it on target.

Tasks of coordinator/ consultant

Many Catholic arch/diocesan offices of education offer some form of coordination or consultation service—especially if the evaluation process is recommended or required for all schools. Usually the coordinator/ consultant performs tasks similar to these:

1. plans a master timeline, scheduling all schools for a self-study and verification visit
2. arranges pre-service for schools undertaking the self-study process:
   - provides handbook (e.g., *School Evaluation for the Catholic Elementary School: An Overview* available from NCEA)
   - answers questions and concerns
   - helps determine and foster the readiness of the faculty and staff
3. communicates with the principal regarding realistic expectations and plans for
   - the self-study process
   - the self-study report
   - visitation of the verification team
4. coordinates the self-study with requirements of the state and with local or regional accreditation agencies when applicable
5. helps with or makes arrangements for selecting the visiting team
6. consults with faculty and staff as requested during the process of the self-study
7. provides inservice for
   - visiting team chairperson
   - visiting team members

Information available

Every arch/diocesan office which recommends or requires school self-evaluation can provide information regarding

1. guidelines/directions for the self-evaluation
2. forms required
3. filing procedures for copies of the self-study
4. report of the visiting team
5. progress reports, etc.

Any school involved in a self-evaluation may request such information—even if a consultant is not available.

V. GUIDE FOR VISITING TEAM

or Other Verifying Agent

Regardless of the number of visitors, the basic responsibilities remain the same. This section, though stated in terms of a visiting team, can be adapted to a single visitor, if necessary or desired.

The chairperson of the visiting team (or the single visitor) is key to the success of the evaluation experience. The person should have extensive educational background, including experience with Catholic elementary education and prior service on visiting teams.

This chapter outlines five basic functions of the visiting team:

- Preliminary duties of visiting chairperson
- Instruction and orientation of the visiting team
- Procedures for the actual visit
- The written report
- Followup duties of visiting chairperson

Preliminary duties of visiting chairperson

The visiting chairperson has preliminary responsibilities in relation to

- the principal
- the faculty
- the visiting team members

1. IN RELATION TO THE PRINCIPAL

a. Initial communication with the principal should occur as soon as possible
   1) to specify dates of the visit
   2) to consult about the composition of the visiting team, balanced to meet school needs. (The final decision may vary in each situation; e.g., arch/diocese, accrediting agent.)

b. Detailed planning with the principal should follow
   1) to meet the needs of the visiting team, such as
      - arrangements that visiting team members receive at least two weeks prior to the visit the following:
        —completed self-study
        —map of the school plant
        —current teaching schedules
        —Guide for Visiting Team (Chapter V)
      - team workroom with typewriter(s) and supplies (To keep the school as "normal" as possible, a frequently-used room should *not* be converted to a team workroom; perhaps an available room in an adjoining convent or rectory can provide the needed space and privacy.)

- rooms available for private interviews
- confidential assistance with typing (may be volunteer)
- background materials (test reports, any local norms not listed in self-study, etc.)
- any update to self-study data
- lunch arrangements
- parking, entry to building, other local information

2) to finalize schedule and arrangements involving visiting and school subcommittee members, such as
   - scheduling of and room assignments for joint meetings of school and visiting subcommittees (Advance scheduling can consider the needs of part-time teachers and those committed to after-school graduate programs.)
   - agenda for "formal" opening of the visit (See Chapter V, "Procedures for the Actual Visit.")

Sample Schedule for Three-Day Evaluation Visit

(Items involving faculty and staff)

A three-day visit offers an opportunity for a thorough, extensive visitation of any school. Larger schools in particular ordinarily require a schedule similar to the following:

Opening evening

6:00 *Visiting and school subcommittees meet:*
Section A — Philosophy (Room 6)
Section B — The Catholic School as Community (Room 7)

6:30 *Formal Opening*

Day 1

2:50 *Visiting and school subcommittees meet:*
Section C — The Catholic School in the Community (Room 5)
Section D — Fine Arts (Room 6)
Science (Room 7)

3:15 *Section D — Reading/Language Arts (Library)*
Mathematics (Room 5)
Social Studies (Room 6)

3:40 *Section D — Religious Education (Room 7)*
Physical Education (Hall)

Day 2

2:50 *Visiting and school subcommittees meet:*
Section D—The Total Teaching/Learning Program (Room 7)
Section E—Organizational Services (Room 6)

3:25 *Visiting team chairperson and school coordinating committee meet:*
Section F—Summary (Room 5)

Day 3

2:00 *The Closing Report*

Sample Schedule for One-Day Evaluation Visit

(Items involving faculty and staff)

> When time, visitors, size of school, or other circumstances require a shorter visit, one full day may suffice. The following schedule—though very demanding on the visitors—can provide the external verification desired.

Opening evening

5:30 *All visiting and school subcommittees (or chairpersons) meet (approximately ten minutes scheduled per area)*

6:30 *Formal opening (if desired)*

Day 1

3:00 *Closing Report*

2. IN RELATION TO THE FACULTY

If feasible, the visiting chairperson should meet the faculty and others involved with the self-study prior to the official visitation. This opportunity can minimize some concerns and answer some questions. If the chairperson is not available, the principal (or perhaps a consultant from the diocesan office) should schedule a similar session.

a. The meeting with the faculty and others involved with the self-study should cover these objectives:

1) to review the purpose of the self-study; e.g.,
- to facilitate improvement
- to provide a means of accountability
- to foster community involvement
- to build public relations

2) to clarify the purpose of a visiting team
   - to examine, verify, and challenge the findings of the school community from an objective viewpoint
   - to do so in the light of the school's own philosophy—not from visitors' own educational philosophy
   - to present a brief closing report, followed by a comprehensive written report with commendations and recommendations
   - ultimately, to strengthen the school's requests and to help them save time and energy in planning school improvements

3) to explain the visiting team training, procedures, and schedule (can use key points from this chapter). These points should be included:
   - classes should proceed as normally as possible
   - students should continue work when visitors enter the room
   - one or two chairs should be available for visitors
   - students may offer appropriate lesson materials to visitors, if feasible
   - films, tests, and field trips that would take the entire class period should be avoided
   - visitors should not be verbally recognized nor invited to address the class
   - visitors may take notes or quietly talk with individual students
   - joint subcommittee sessions (school and visitors for each section) will be scheduled in advance—to assure the visiting subcommittee's clear understanding of each section of the self-study.

b. Additional communication with the faculty could occur before the visit if needed and requested.

Sample Agenda for Initial Meeting with Faculty

Prior to meeting	*Informal meeting of visiting team chairperson with individual faculty members as they arrive*
3:15	*Opening prayer (principal)*
	Introduction of visiting team chairperson (principal)
	Personal experience with school evaluation (visiting team chairperson)
	Sharing, if desired, of extent of faculty members' experience with school evaluation
3:25	*Review of purpose of self-study*
3:30	*Clarification of purpose of visiting team*
3:35	*Explanation of visiting team training, procedures, schedule, and closing report*
3:45	*Questions, comments from faculty*
4:00	*Adjournment*
	(Refreshments may precede and/or follow meeting.)

a. If the chairperson does not have sufficient information about visiting team members' areas of interest/expertise, a preliminary communication may be needed.

A brief letter or phone call can follow this model:

Welcome to the visiting team for _____ School. As the chairperson, I am delighted that you have agreed to serve on the visiting team.

Would you please take a moment to enable us to form a visiting team that best utilizes our individual areas of interest and expertise:

	Level of interest/expertise		
	High	*Average*	*Low*
Philosophy			
Catholic School as Community			
Catholic School in the Community			
Teaching/Learning Process			
Organizational Services			
Specific learning areas:			
(use same subject area groupings as in self-study)			
Religious education			
Reading/language arts			
Mathematics			
Science			
Social studies			
Fine arts			
Physical education			

I will be in touch again to specify subcommittee assignments. Thank you for your prompt and thoughtful response.

b. The assignment of visiting team members to subcommittees should occur prior to team members' reception of the self-study.

The chairperson determines subcommittees—two or perhaps three members each—and subcommittee chairpersons. In small situations, an individual member may constitute a subcommittee. When possible, the chairperson's subcommittee assignments should be somewhat lighter than other team members; this will allow the chairperson to be more available for consultation and for general coordination tasks. Each team member will chair one or more areas of study and will also serve as a member of other subcommittees.

A chart such as the following may help the chairperson balance the number of "chair" and "member" assignments for each visiting team member. For example, Member B of the Visiting Team serves as Chairperson for Philosophy and for math; Member B is also a subcommittee member for Catholic School as Community and for science.

Visiting Subcommittees

	Member A	*Member B*	*Member C*	*Member D*	*Member E*	*Chairperson*
Philosophy		*CHAIR*	*Member*			
Catholic School as Community	*CHAIR*	*Member*				
Catholic School in the Community	*Member*		*CHAIR*			
Teaching/Learning Process					*Member*	*CHAIR*
Organizational Services				*Member*	*CHAIR*	
Specific learning areas:						
Religious education				*CHAIR*		*Member*
Reading/language arts			*CHAIR*		*Member*	
Mathematics	*Member*	*CHAIR*				
Science	*CHAIR*	*Member*				
Social studies				*Member*	*CHAIR*	
Fine arts			*Member*	*CHAIR*		
Physical education	*Member*					*CHAIR*

c. Communication with visiting team members should include

- motivation to read self-study thoroughly
- subcommittee membership
- scheduling of visit, including subcommittee meetings.

Sample Letter to Visiting Team Members

Dear Team Member,

Welcome to the visiting team for _____ School. I am certain we will enjoy the experience on a professional as well as a personal level.

By now, you have probably received your copy of the self-study from _____ School. Although little time remains before our visit, I would like to specify some "assignments" before we meet—to assure the best use of our limited time during the visit.

Please study the total self-study with special attention to your subcommittee areas. The "Philosophy" and "The Catholic School as Community" sections will help place the rest of the report in perspective. Feel free to annotate your copy, especially noting any areas that need clarifications.

With this letter, I have enclosed two additional items to facilitate our visit:

1. *Our tentative schedule. Although we can change session times as needed, the schedule will, I hope, simplify the task of meeting in our multiple subcommittees. You will note that our visit will require a full-time commitment during the scheduled days.*
2. *A chart of our visiting subcommittees. Based on your interest/expertise response (and basic needs), I have organized our subcommittees. I sincerely hope that at least one area is in your high interest range and that you are comfortable with most of your subcommittee assignments. The number of areas offers some indication of how busy we will be _____ till _____ (dates of study).*

Enjoy the self-study, especially all of your subcommittee areas. I look forward to meeting you at 4:00 p.m. on _____ (day and date) at _____ School.

Sincerely,

Visiting Team Chairperson

Enclosures: Tentative Schedule for Evaluation Visit (sample below)
Chart of Visiting Subcommittees (sample above)

CC to: _____, Principal, _____ School
_____, Diocesan Office of Catholic Schools

All of the **basic areas** may be treated in one or more sessions prior to the actual school visitation. The **specific information** would immediately precede the official opening of the school visitation. Both may be combined prior to the formal opening of the visit.

a. Purpose of Self-Study

The self-study process is designed to facilitate school improvement, to provide a means of accountability, to foster community involvement, to build public relations.

b. Purpose of Visiting Team

Persons from outside the school can offer a valuable objective view of the school's progress along its chosen direction. Team members must be willing and able to base their observations—not on their own educational views—but on the philosophy and objectives stated by the school. Basically, they compare the school self-study with their team observations. Although observation involves many individuals, the focus of the study is the **total school**.

c. Role of Member within Team

This study is completed by a **total visiting team**; a comprehensive view is needed before any conclusions can be reached. Members should be friendly and helpful—but avoid individual suggestions to staff; these suggestions may be assumed to be recommendations of the visiting team. If suggestions are accepted by the total visiting team, they will be included in the final report.

d. Professional Ethics

Confidentiality about sensitive matter is expected during and following the visit.

e. Responsibilities

- Study self-evaluation book in advance; continually refer to relevant items during visit
- Study other available materials (student materials, curriculum guides, test data, related audio-visuals, and library resources), as applicable to subcommittee assignments

- Plan meetings of visiting subcommittee(s) as needed
- Plan visits of teachers, classes, and other activities related to subcommittee areas.
- Arrange to confer with teachers, as needed, before school or at free times, as mutually convenient. (Avoid conferences during scheduled teaching times.)

- Observe classes and other activities, especially those related to subcommittee areas. Enter unannounced; although you may whisper a question to an individual student, try not to disturb

the class. Notetaking is acceptable and often proves helpful when writing reports. If possible, select a vantage point from which you can observe students as well as teacher. It is inappropriate for a team member to address a class. If group discussion is needed to clarify a subcommittee report, a small group may be gathered outside of scheduled class time.

TO COMMUNICATE

- Attend joint meetings of visiting and local subcommittees.
- Interview students, teachers, principal, pastor and/or associate involved with the school, parents to the extent helpful to the overall purpose of the visiting team and the specific area of the subcommittee. If desired, parents may be contacted by phone, on the parking lot at dismissal, etc. The manner would, of course, be that appropriate to a professional study; when possible, team members who wish to visit the same person (e.g., the pastor) should try to combine interviews, when possible, or at least coordinate appointments.
- Ask appropriate parties about areas that are not clear or not treated in the self-study.
- Attend all scheduled meetings of the visiting team; freely contribute and respond regarding all areas of the study during reports.

TO REPORT

- Keep a list of teachers you visit during class time; transfer your record to a summary list in the team workroom after each school day. This process will alert the team chairperson to arrange a visit to the "neglected" school personnel.
- Participate in the preparation of subcommittee reports:
  —Visiting team subcommittee members agree on main points:
    Commendations
    Recommendations
  (Report format and explanation are included in "Procedures," the next subsection of this manual.)
  —Subcommittee chairperson writes draft of report, based on consensus of subcommittee. The report is written (typed, double-spaced, if possible), then duplicated for each visiting team member.
  —The total visiting team meets to respond to each report, to accept or to request revisions. Ordinarily, the subcommittee chairperson incorporates agreed-upon revisions, prepares a clean copy, and submits the subcommittee report to the team chairperson; if desired, the team may request to see the revision before accepting the specific report.
- Contribute general observations about the school and the self-study, which the chairperson may include in the final report of the visiting team.

Sample Checklist for Visiting Team Members

_____ *Study self-study book.*

_____ *Study other available materials applicable to subcommittee assignments.*

_____ *Plan meetings of visiting subcommittee(s) as needed.*

_____ *Plan visits of teachers, classes, and other activities related to subcommittee areas.*

_____ *Arrange to confer with teachers, as needed, before school or at free times, as mutually convenient.*

_____ *Observe classes and other activities, especially those related to subcommittee areas.*

_____ *Attend joint meetings of visiting and local subcommittees.*

_____ *Interview students, teachers, principal, pastor and/or associate involved with the school, parents to extent helpful.*

_____ *Ask appropriate parties about areas that are not clear or not treated in the self-study.*

_____ *Attend all scheduled meetings of the visiting team; freely contribute and respond regarding all areas of the study during reports.*

_____ *Keep a list of teachers you visit during class time; transfer your record to a summary list in the team workroom after each school day.*

_____ *Participate in the preparation of subcommittee reports.*

_____ *Contribute general observations about the school and the self-study.*

2. SPECIFIC INFORMATION

a. Workroom

The team becomes acquainted with the room(s) available for team meetings, preparation of reports, storage of unneeded materials while observing, etc.

b. Materials and Equipment

Members have available or know the location of items such as typewriters, duplicating equipment, paper, duplicating masters (if needed), schedules (master schedule, part-time personnel, etc.), building diagrams, testing reports, original copies of questionnaires (if summaries presented), textbook inventories, record of audio-visual holdings, etc.

c. Secretarial Service

If a professional typist is available to prepare draft reports and/or final reports, available times and procedures are clarified.

d. Lunch

Times, places, and procedures for lunch and other refreshments are announced and/or posted. Special arrangements may be needed for lunch on the last day (e.g., sandwiches served in the workroom) to assure completion of final reports in the available time.

e. Other Needs

Parking spaces, easiest access to school building, especially for early arrival or late exit, needed keys, etc.

Sample Agenda for Instruction and Orientation of Visiting Team

4:00 *Opening prayer and welcome to visiting team members (Visiting team chairperson)*
Introductions (Visiting team members)
4:10 *Basic areas for any school evaluation (Visiting team chairperson)*
Purpose of self-study
Purpose of visiting team
Role of member within team
Professional ethics
Responsibilities (Study, plan, observe, communicate, report)
5:00 *Specific information for _____ School (Visiting team chairperson)*
Clarifications about schedule for evaluation visit
Clarifications about report procedures and format
5:45 *Break before scheduled 6:00 subcommittee meetings*

Procedures for the actual visit

The following procedures—though necessarily adapted to local circumstances—are essential to a successful evaluation experience.

1. OPENING

Because the school personnel have been long anticipating the team visit, a "formal" opening usually helps to relieve some tension. The opening may be a prayer service or liturgy, a brief social, a meal, a presentation about the school community—or all of the above. The visiting team is aware that most Catholic elementary schools have very limited financial resources and will appreciate simple, home-style, volunteer-served refreshments within the school's own facilities.

Most important is that the occasion allows visitors and members of the total school community (including officers' of the parents' club, board, arch/diocesan education staff, etc.) to meet and to talk informally. The opening helps the visitors feel welcome, offers an opportunity to acknowledge all the work expended on the self-study, can involve members of the broader school and civic community, and provides a specific occasion for a positive press release.

Sample of Schedule for Formal Opening

6:30	*Informal introductions*
7:00	*Welcome and opening message (principal)*
	Opening prayer service (associate pastor and/or religion coordinator)
7:15	*Dinner (served by student council)*
7:45	*Presentation (may be audio-visual) about the school—its history, demographics, programs, etc.*
8:00	*Introduction of visiting team chairperson (coordinating committee chairperson)*
	Introduction of visiting team members (visiting team chairperson)
	Brief comments about the value of the school's self-study, the purpose of the team visit, the nature of the coming reports, the importance of an improvement plan (visiting team chairperson)
	Introduction of special guests (principal)
8:20	*Introduction of pastor (principal)*
	Few words and concluding thanksgiving (pastor)

2. MEETINGS OF SCHOOL SUBCOMMITTEES WITH VISITING SUBCOMMITTEES

To assure clear understanding of the written reports, the members of each school subcommittee should meet—at least briefly—with the parallel visiting subcommittee. Because the visitors must understand the direction and composition of the school as a basis for their observations, persons involved with Section A (Philosophy) and Section B (The Catholic School as Community) should meet as early as possible during the visit, e.g., immediately before or after the formal opening.

The visiting team chairperson can save much time by arranging—after consultation with the principal—a tentative schedule for joint subcommittee meetings. A sample schedule for a team visit—including subcommittee meetings—follows this section of the manual.

3. OBSERVATION OF CLASSES AND OTHER SCHOOL ACTIVITIES

Nothing can substitute for actual presence in classrooms, halls, church, offices, on playgrounds, parking lots, etc. This is an important activity to enable the visiting team to compare its objective observation with that of the school's self-study.

4. CONFERENCES WITH INDIVIDUALS

Because a self-study report must summarize and often assumes background knowledge about some area of the school, visitors and school

personnel should feel at ease during informal conferences designed to clarify the basic self-study. Anyone who perceives the need for such clarification may initiate a brief discussion of the area.

5. PREPARATION OF SUBCOMMITTEE REPORTS

During the visit, each subcommittee must agree on commendations and recommendations, draft a report, have it critiqued by the total visiting team, revise it, and prepare a final copy. Commendations and recommendations which appear in the printed report of the visiting team report ordinarily represent consensus of the total visiting team; occasionally they may have been reached by a majority vote; if the majority of the team does not support a specific commendation or recommendation, it should not appear in the final report.

6. THE CLOSING REPORT

At the conclusion of the visit, a brief general report is given orally to the school steering committee and to anyone else invited by the steering committee. The purpose is to add a note of finality to the visit and to provide some general conclusions of the visit to assuage the natural curiosity of those involved in the process.

The closing report ordinarily includes some key commendations and recommendations in the general study areas, especially those which the visiting team considers the school's greatest strengths and those most in need of improvement. Subject areas may be reported in general (e.g., the school science program—not 5th grade science); care must be taken, of course, in subject areas involving only one teacher. The closing report should note that more specifics will be included in the final, written report. The team chairperson assumes the responsibility for the closing report and ordinarily gives the presentation.

Sample Outline of Closing Report

2:00 *Opening prayer*
Brief comment about visiting team's overall experience, general impressions of school
Clarification of general nature of closing report with specific items to come in final, written report
2:10 *Report about general study areas*
Philosophy
One key commendation
One key recommendation
The Catholic School as Community
One key commendation
One key recommendation

The Catholic School in the Community
One key commendation
One key recommendation
The Teaching/Learning Program
One key commendation
One key recommendation
(General reports on subject areas may be included.)
Organizational Services
One key commendation
One key recommendation
Summary
One key commendation
One key recommendation

2:30 *Expression of gratitude for cooperation with visitors; special mention of principal, coordinating committee, etc.*
Encouragement to use the self-study foundation to build an effective improvement plan

2:40 *Close*

Sample Visiting Team Schedule for Three-Day Evaluation Visit

A three-day visit offers an opportunity for a thorough, extensive visitation of any school. Larger schools in particular ordinarily require a schedule similar to the following:

Opening

4:00 *Visiting team instruction and orientation (Team Workroom)*

6:00 *Visiting and school subcommittees meet:*
Section A — Philosophy (Room 6)
Section B — The Catholic School as Community (Room 7)

6:30 *Formal Opening*

Day 1

8:00 *Observation*
Visiting subcommittees meet to prepare reports (Sections A and B)

2:00 *Reports of visiting subcommittees to total visiting team:*
Section A — Philosophy
Section B — The Catholic School as Community

2:50 *Visiting and school subcommittees meet:*
Section C — The Catholic School in the Community (Room 5)
Section D — Fine Arts (Room 6)
Science (Room 7)

3:15 *Section D — Reading/Language Arts (Library)*
Mathematics (Room 5)
Social Studies (Room 6)

3:40 *Section D — Religious Education (Room 7)*
Physical Education (Hall)

Day 2

8:00 *Observation*
Visiting subcommittees meet to prepare reports (Section C, subject areas)

11:00 *Reports of visiting subcommittees to total visiting team:*
Section C — The Catholic School in the Community
Section D — All subject areas

2:50 *Visiting and school subcommittees meet:*
Section D — The Total Teaching/Learning Program (Room 7)
Section E — Organizational Services (Room 6)

3:25 *Visiting team chairperson and school coordinating committee*
Section F — Summary (Room 5)

Day 3

11:00 *Reports of visiting subcommittees to total visiting team:*
Section D — The Total Teaching/Learning Program
Section E — Organizational Services

1:00 *Discussion and recommendations from total visiting team re Section F — Summary*
Discussion and recommendations from total visiting team re The Closing Report

2:00 *The Closing Report*

Sample Visiting Team Schedule for One-Day Evaluation Visit

When time, visitors, size of school, or other circumstances require a shorter visit, one full day may suffice. The following schedule—though very demanding on the visitors—can provide the external verification desired.

Opening

4:00	*Visiting team instruction and orientation*
5:30	*All visiting and school subcommittees (or chairpersons) meet (approximately ten minutes scheduled per area)*
6:30	*Formal opening (if desired)*
8:00	*Visiting team planning time*

Day 1

8:00	*Observation*
12:00	*Discussion of preliminary observations over lunch*
1:00	*Additional observation; preparation of preliminary reports*
2:00	*Chairperson of each area presents brief oral report (written and duplicated if time) to total visiting team*
	Group consensus on basics
3:00	*Closing Report*
	Visiting team may then meet to finish writing subcommittee area reports, or members may send written reports to chairperson.

The written report

Two types of written reports are needed: section reports by visiting subcommittees and a final report by the visiting chairperson.

1. SECTION REPORTS BY VISITING SUBCOMMITTEES

a. Content

To assure a brief report which clearly indicates its important elements, the subcommittee reports must include only two parts:

Commendations
Recommendations

Whenever possible, both categories will confirm the findings of the self-study regarding the strengths and areas that need improvement. In addition, the visiting team should include any achievements or weaknesses that were apparently unheeded by the school. Ordinarily each category, commendations and recommendations, would include about two or three—no more than five items.

Commendations should be clear; e.g.,

Vague:

"The principal has established a relationship with the parents and the neighboring community." (could be interpreted in many ways)

Clearer:

"The principal has developed a strong, positive relationship with the parents and the neighboring community by newsletters and the regular offer of service in the parish." (clearer sense of the positive elements commended)

Recommendations should not be given lightly; visitors should first validate facts upon which they are based. Furthermore, when writing reports, chairpersons should phrase recommendations carefully to be certain they *direct the school toward an area that needs improvement—not specify the best solution;* e.g.,

Specific solution:

"Each primary classroom should have an area designated as a science corner." (The needed improvement is not clear; moreover, this solution may be only one of many available.)

Focus on area for improvement:

"Some means should be found to increase students' opportunities to become involved in science activities at the primary level; e.g., set up a science corner in each primary classroom and schedule each child to visit it once a week." (Focuses on main area that needs improvement; may give an example, but does not specify a solution.)

Because the self-study contains an extensive description of the specific area, nothing additional is required. If, however, some information or clarification would be helpful, it may be added.

b. Style

For a clear, professional report, the writer should follow three simple directives:

1. Write in complete sentences; phrases are subject to assumptions and personal interpretation.

Unacceptable:

"Commendation: Health education program"

Preferred:

"Commendation: A comprehensive health education program, selected and adapted by the faculty, is effectively integrated within science and phys ed classes."

2. Use third person; references to "we" and "they" are not clear—especially if sections are excerpted from the study.

Unacceptable:

"Recommendation: We believe they should develop and implement a planned process for using ability and achievement test results to adjust the curriculum to student needs."

Preferred:

"Recommendation: The visiting team recommends that the principal with the faculty should develop and implement . . ." or "The principal with the faculty should develop and implement. . . ."

3. Employ titles rather than specific names; ten miles away or ten years hence, readers will not know the position of "Ms. Foley."

Unacceptable:

"Recommendation: Ms. Foley and Mr. Morino should study and redesign the pickup and dropoff points at school to minimize student crossing in traffic."

Preferred:

"Recommendation: The principal and the manager of the contracted bus company should study and redesign. . . ."

c. Format

Each subcommittee report should follow a simple format like the following:

Basic Format for Subcommittee Report

Section ____: _____

Submitted by _____ *(Chairperson)*

and _____

Commendations:

1.

2.

3.

Recommendations:

1.

2.

3.

Sample of Visiting Subcommittee Report

Section B: The Catholic School as Community

Submitted by Jim Blain (chairperson)
and Sr. Marie O'Malley

Commendations:

1. *The faculty seems very aware of the need to develop as faith community, evidenced in faculty meetings, agendas, and liturgy themes.*
2. *Awards programs emphasize positive achievements of students (individuals and groups) in many areas with special focus on qualities emphasized in the school philosophy.*
3. *Many opportunities—from the annual spring cleanup to the winter bazaar—allow faculty members, students, and parents to work cooperatively on common projects.*

Recommendations:

1. *The visiting team supports the self-study recommendation about involving students more fully in the building of the faith community.*
2. *Considering the increasing non-Catholic enrollment, the school community should address related questions; e.g., meaningful student participation in school liturgies and prayer services, parental understanding of values and beliefs basic to the school community, etc.*
3. *As noted in the self-study, some practical ways of facilitating student service (e.g., planning an appropriate focus for each level, adjusting the daily schedule, beginning a tutoring program) should be considered.*

2. FINAL REPORT BY VISITING TEAM CHAIRPERSON

Although the commendations and recommendations of the visiting team subcommittees have been determined, the team chairperson has the responsibility to incorporate them within a single, clear, comprehensive report. A format for the chairperson's written report follows:

a. *Cover page*
   - A. *Name of school*
   - B. *City, state*
   - C. *Date of visit*
   - D. *Name of any agency involved with evaluation (e.g., arch/diocese, accrediting agency, etc.)*

b. Team member roster

(Name, affiliation for chairperson and all team members)

The chairperson should follow this outline, adapting if/when needed:

I. General Introduction

This section describes the general perceptions and strongest impressions of the visiting team, especially those which will not appear later in the report.

II. Conclusions of visiting team for each subsection:

Basically the chairperson collates the conclusions of the visiting team, editing to assure clarity and uniformity of style (including the "style" directives listed above).

A. Philosophy

1. Commendations

2. Recommendations

B. The Catholic School as Community

1. Commendations

2. Recommendations

C. The Catholic School in the Community

1. Commendations

2. Recommendations

D. The Teaching/Learning Program

(for total program)

1. Commendations

2. Recommendations

(for each specific subject area)

1. Commendations

2. Recommendations

E. Organizational Services

1. Commendations

2. Recommendations

III. Summary

This section indicates the view of the visiting team, compared with Section F of the self-study.

1. Commendations

2. Recommendations

IV. Conclusion

The conclusion lauds the members of the school community for all of their efforts which have helped to indicate strengths and areas for improvement. It also encourages them to move toward future growth through a long-range planning process.

APPENDIX:

Schedule for Visiting Team

Subcommittee Assignments for Visiting Team

Followup duties of visiting team chairperson

After the total report has been drafted, revised, and finalized—the visiting team chairperson has the report typed, duplicated, and sent to the appropriate parties (the principal, the person responsible at the arch/diocesan level, any accrediting agency involved). The written report should reach the school as soon as possible—no later than three weeks after the visit.

When sending the school copy to the principal, the chairperson should remind the principal that the school has the sole right to disseminate the report as it judges appropriate. (If the visiting team has expressed interest in seeing the completed report, the chairperson would relay that message to the principal—who may or may not choose to honor the request.)

If the visiting team members have been appointed by some agency (e.g., the arch/diocesan education office), the chairperson could assist greatly by submitting an evaluation of all team members, indicating which members indicate a potential for chairing a future visit.

VI. DESIGNING AND IMPLEMENTING AN IMPROVEMENT PLAN

Often the question is heard in faculty lounges, corridors, principal's offices, etc.: "What do we do now that it's over?" Self-study processes and visiting team experiences can produce very high momentum for improvement while they are occurring. What is a suggested procedure to have that momentum continue? How can a staff begin using the findings so that the total school reaps the proper benefits from this significant work?

A proven way is to formulate a plan for improvement that becomes operational immediately. The responsibility for development of this plan is given to the local coordinating committee. Six tasks that can assist this committee are these:

Distribute visiting team report

A. Distribute copies of the visiting team report.

Normally, the faculty and staff have heard only a brief oral report at the closing session. Upon receipt of the final visiting team report, the coordinating committee should distribute individual copies of the written report to the faculty or staff persons. The coordinating committee should, of course, use discretion with any report sub-section that clearly refers to specific individuals; (e.g., a phys ed report with many teacher-related recommendations in a school with one phys ed teacher).

Copies are oridinarily distributed to or circulated among others closely involved with the school community; e.g., the pastor, board members.

Reactivate subcommittees

B. Reactivate the original subcommittees to examine, sort, and prioritize the data.

The coordinating committee asks each subcommittee to review the recommendations for their area of responsibility. Possible questions to assist this review are these:

1. What items in this area reflect agreement between the self-study report and the findings of the visiting team?
2. Which recommendations from only the self-study or only the visiting team report are accurate and valid?
3. What recommendations from only the self-study or only the visiting team report are judged to be impossible, inaccurate, invalid?
4. What recommendations of these reports can be accomplished by short-range (1-2 years) planning?

5. What recommendations of these reports will require long-range (3-5 years) planning.
6. What would be a priority order for implementation efforts?

Subcommittees are asked to each complete the suggested Preliminary Planning Form (#1, following this section in the manual) and give a report to the entire faculty and staff.

Decide recommendations to be addressed

C. Decide which recommendations can be addressed.

The coordinating committee reviews:

- Summary of the self-study and of the final visiting team report
- Subcommittee preliminary planning forms

Consultation with appropriate members of the school community are held; e.g., the local pastor, school board (if applicable), finance or budget committee. Decisions are made as to the areas of study and recommendations to be implemented in both short-range (1-2 years) and long-range (3-5 years) processes. A suggested General Planning Form for this selection process is available (#2). Planned action should relate to recommendations in each of the five major areas:

1. Philosophy
2. The Catholic School as Community
3. The Catholic School in the Community
4. The Teaching/Learning Program (in general)
5. Organizational services

If the school is going to continue to be effective, these key areas require on-going attention. In addition, recommendations could be included from one or more of the specific instructional areas.

Unify directions through value focus

D. Unify directions through a belief or value focus in keeping with the school's philosophy

Throughout these busy months, it is essential that all keep an overall focus on the basic values of the school philosophy. The group involved should, therefore, consider selecting one key belief or value to serve as a basis for prayer and reflection during this time.

They could choose, for example, hope or community or courage—any value suggested by the school philosophy that could be especially supportive during the coming months. This value would serve as a basis for faculty liturgies, days of renewal, and opening prayers for planning and reporting sessions.

The Values Phase of NCEA's *Vision and Values in the Catholic School* offers procedures and related reflective material for eight key Gospel values: faith, hope, love, service, community, reconciliation, courage, and justice.

Convert to action plans

E. Convert recommendations to action plans.

Recommendations selected for implementation are then assigned to the original subcommittees. Action plans are formulated by the subcommittees to provide a basis for accountability. These are returned to the coordinating committee for study, clarification (if needed), and approval. For a suggested Action Plan, see Form #3.

Organize calendar

F. Organize a calendar (immediate, long-range) for completion of action plans.

The next task of the coordinating committee is to place the action plan into a calendar or master schedule for implementation. See #4 for a suggested format.

Report progress

G. Report progress to publics

In conclusion, the task of the coordinating committee will be to give an annual report to all publics; e.g., pastor or local school board (if applicable), arch/diocesan officials, religious order leaders (if applicable) affiliated with the school. A suggested Annual Progress Report is offered in Form #5.

"What do we do now that it's over?" Quite simply, "Begin." Begin to realize that the self-study alone and the visit of a team of professional educators can lay a foundation for school improvement, but significant improvement will occur only later. It takes the initiative and interest of all if the school is to be effective rather than complacent. Schools that have no plan for improvement based on solid professional study and consultation will do little in the future. "What will we do now that it's over?" Be assured—much lies ahead!

*1

Preliminary Planning Form

Complete the following by _____ (date)
and return to the coordinating committee.

School _____
Area of Study _____
Subcommittee Members _____ _____
_____
_____

1. Recommendations reflecting **agreement** between the self-study report and the findings of the visiting team:

2. Recommendations presented by **only the self-study or only the visitors**— yet judged to be **accurate and valid**:

3. Recommendations judged to be **impossible, inaccurate, invalid:**

4. Recommendations that can be accomplished by **short-range** (1-2 years) **planning:** (Please list, then number according to priority for implementation.)

5. Recommendations that will require **long-range (3-5) planning:** (Please list these and then number according to priority for implementation.)

*2

General Planning Form

School _____

Date _____

Recommendations Selected for Short-range (immediate) Action:

1. Area of Study:

   Recommendations:

2. Area of Study:

   Recommendations:

3. Area of Study:

   Recommendations:

4. Area of Study:

   Recommendations:

5. Area of Study:

   Recommendations:

6. Area of Study:

   Recommendations:

Recommendations Selected for Long-range (3-5 years) Action:

1. Area of Study:

   Recommendations:

2. Area of Study:

   Recommendations:

3. Area of Study:

   Recommendations:

4. Area of Study:

   Recommendations:

5. Area of Study:

   Recommendations:

6. Area of Study:

   Recommendations:

Unifying belief or value focus:

Action Plan

School: _____

Area of Study: _____

Date Due: _____

Subcommittee: _____

_____

_____

_____

RECOMMENDATION	HOW WILL THIS BE ACCOMPLISHED? BY WHOM?	WHEN WILL IT BE ACCOMPLISHED?	APPROXIMATE COST	EVALUATION

#4

Schedule for Implementation of Action Plans

School _____

Date _____

First Year, 19__ to 19__	TARGET DATES Beginning	Ending	Chairperson Responsible
Action Plans: (Brief Title)			
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____
5. _____	_____	_____	_____
6. _____	_____	_____	_____

Second Year, 19__ to 19__	TARGET DATES Beginning	Ending	Chairperson Responsible
Action Plans:			
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____
5. _____	_____	_____	_____
6. _____	_____	_____	_____

Third Year, 19__ to 19__	TARGET DATES Beginning	Ending	Chairperson Responsible
Action Plans:			
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____
5. _____	_____	_____	_____
6. _____	_____	_____	_____

Improvement Plan

Fourth Year, 19__ to 19__	TARGET DATES Beginning	Ending	Chairperson Responsible
Action Plans:			
1.			
2.			
3.			
4.			
5.			
6.			

Fifth Year, 19__ to 19__	TARGET DATES Beginning	Ending	Chairperson Responsible
Action Plans:			
1.			
2.			
3.			
4.			
5.			
6.			

Annual Progress Report

School: _____

Year of Implementation (circle one):

1 2 3 4 5

Date of This Report: _____

1. Action Plan

Area of Study: _____

Results as of this report:

2. Action Plan

Area of Study: _____

Results as of this report:

3. Action Plan

Area of Study: _____

Results as of this report:

4. Action Plan

Area of Study: _____

Results as of this report:

5. Action Plan

Area of Study: _____

Results as of this report:

6. Action Plan

Area of Study: _____

Results as of this report:

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Glossary of Terms As Used in This Instrument

BOARD OF EDUCATION—A body of persons established for the primary purpose of recommending policy for (an) educational institution(s) or for all the educational programs within parish(es) or region.

CATHOLIC SCHOOL COMMUNITY—All the persons involved with the Catholic school: its students, faculty and staff, parents, board members, clergy.

CONSULTANT—An educator from a(n) arch/diocesan office, religious community, elementary school, high school, college/university, or regional accrediting group who has much experience with school self-evaluation. This person periodically visits the school during the self-evaluation process to help with planning, to answer questions, to offer support.

CONTENT—What is to be taught; the subject matter.

COORDINATING COMMITTEE—The group composed of principal and a few faculty members who will guide and oversee the self-study process.

COORDINATOR—See CONSULTANT.

CURRICULUM—All the experiences planned and guided by the school.

FACULTY—Persons involved directly in the teaching/learning process (includes principal, teachers, librarian, counselor).

FACULTY AND STAFF—Persons employed by a school; they may be involved directly in teaching/learning or may be in a supportive role.

GOAL—A broad aim or end.

GOSPEL VALUES—Those values clearly evident in the teaching and modeling of Jesus Christ; for example, reconciliation, justice, courage, love, hope, faith, and many others.

METHOD—How a specific subject is taught.

OBJECTIVE—A specific aim or end.

PHILOSOPHY—A statement of basic beliefs or principles.

REDI—Religious Education Developmental Inventory, an NCEA instrument designed to assess outcomes in religious knowledge, attitude, practice, perception of Grade 5 Catholic school and parish religion programs.

REOI—Religious Education Outcomes Inventory, an NCEA instrument designed to assess the religious knowledge and attitude outcomes of junior high Catholic school and parish religion programs.

SCHOOL BOARD—A body of persons established for the primary purpose of recommending policy for a school.

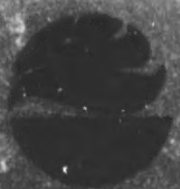
SELF-STUDY COMMITTEE—All persons directly and consistently involved in completing the self-study.

STEWARDSHIP—The proper use and reasonable conservation of all created goods.

STRAND—Any single topic within a subject area.

TOTAL CATHOLIC SCHOOL COMMUNITY—All the persons involved with the Catholic school; its students, faculty and staff, parents, board members, clergy, arch/diocesan education staff, plus parishioners; used if/when needed to emphasize parishioners.

VISITING TEAM—The group of observers who examine, verify, and challenge the findings of the school community.



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